Journal of Home Economics

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VOLUME 38 NO. 2

Developing Home Economics Leaders
Betty M. Watts

The Association's K.E.B.
Helen W. Atwater

Human Relations in the Restaurant Industry
William Foote Whyte

Fabric Forecast
Leone Ann Heuer

Developing Good Money Habits
Esther E. Prevey

Household Equipment Laboratory
Daisy Davis

February 1946

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WASHINGTON, D. C.

About This Issue . . . . . .

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ASSOCIATION

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STUMPING THE EXPERTS

Fill in the blanks in the following, then check your answers by reading the pages indicated:

1. If you're in the market for an electric iron or toaster there's no use to shop about for comparative prices on a given model in the —— (4, 20, 45) states whose laws let manufacturers set retail prices, for makers of small electric appliances have joined the ranks of the "price fixers" (p. 113).

2. A new national sales agency, ——, is offering canned foods, all grade-labeled (p. 114).

3. Everything sold in a store called an Army or Navy or GI Trading Company —— (can, cannot) be depended upon to be surplus goods that have met U. S. specifications (p. 114).

4. FAO stands for ——. Practically all the women participating in the FAO meeting belonged to the —— profession (pp. 88–90).

5. Children whose parents inform them about the family's financial status and give them experience in handling money —— (are, are not) better adjusted socially than those without such experience (p. 81).

HOUSEHOLD EQUIPMENT LAB

If you're setting up a new household equipment lab or rearranging your old one, do read DAISY DAVIS' article (p. 82 ff). Next month we'll have a symposium on what to look for in shopping for home equipment—written for extension workers, homemakers, teachers. Contributors: ARNOLD BARAGAR, ELAINE KNOWLES, E. C MCCRACKEN, P. B. POTTER, GAIL REDFIELD, ENID and LEONORE SATER, LOUISE PEET.

SANITATION IN EATING PLACES

MRS. GRIEM's report on how sanitation in Milwaukee's eating places was improved is an excellent blue-print for many another community project (p. 98).

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RECIPE

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1 env. Knox gelatine
1 cup cold water
2 egg yolks, well beaten
½ teaspoon salt
½ cup peanut butter
2 egg whites
½ teaspoon vanilla
1 baked pie shell
¼ cup sugar or light corn syrup

Soften gelatine in ¼ cup water. Blend egg yolks, ½ of the sugar or corn syrup, ¼ cup water, and salt, in top of double boiler; add gelatine. Place over boiling water; beat constantly with rotary beater until thick and fluffy. Cool. Place peanut butter in bowl and add remaining water gradually, beating until smooth. Add egg mixture and vanilla; blend with beater. Chill until slightly thickened. Beat egg whites until foamy; add remaining sugar or corn syrup gradually, beating until stiff. Fold into chilled mixture. Turn into baked pie shell (or crumb crust); chill. If desired, serve topped with chopped nuts or sweetened whipped cream.

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Journal of Home Economics

VOLUME 38
NUMBER 2

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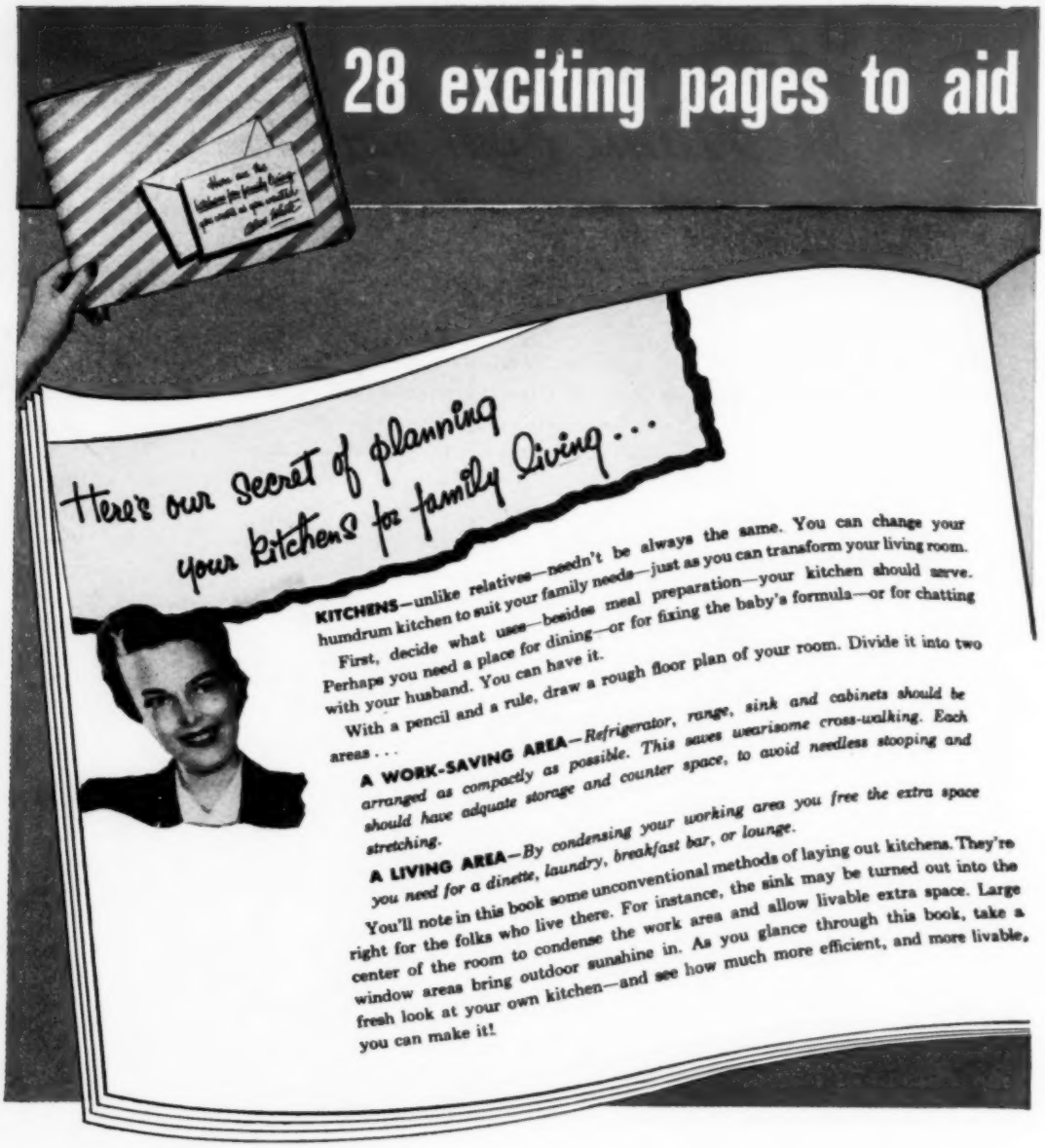
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With a pencil and a rule, draw a rough floor plan of your room. Divide it into two areas . . .
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A LIVING AREA—By condensing your working area you free the extra space you need for a dinette, laundry, breakfast bar, or lounge.
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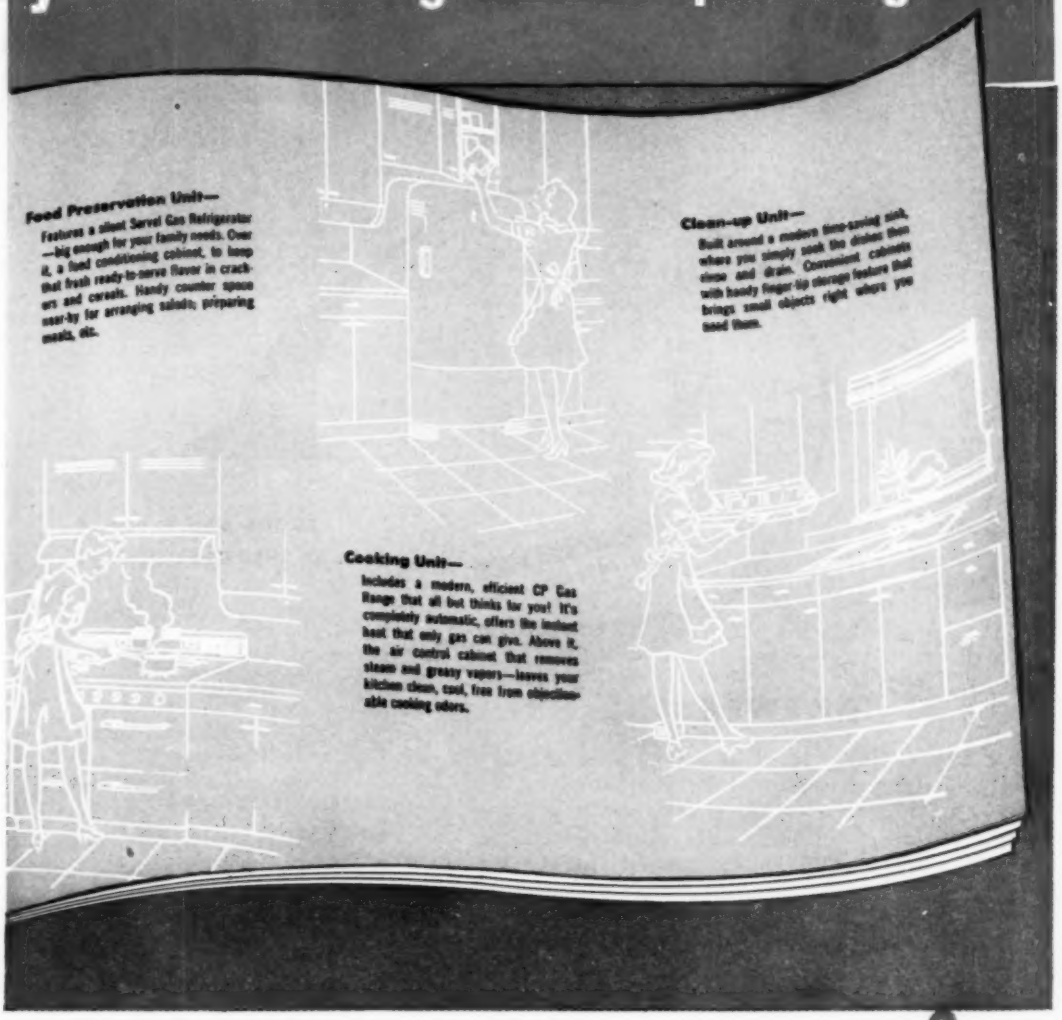
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Why does lemon change the color of tea?

ANSWER:

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LEMON JUICE HELPS ALKALINIZE THE SYSTEM

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"FROM CONTENTED COWS"

Washington News . . .

• **AHEA's 37th convention:** Cleveland, June 24–27. Three half-day general sessions: Mon. a.m. on recruitment: Tues. eve on AHEA and the consumer; Wed. banquet on a better world for all families, with famous speaker and chance to meet our foreign fellows. Each department and division will have 3 half-day sessions for their programs.

• **Flannagan school lunch bill** (HR3370) finally, Jan. 23, was pried from House rules committee, scheduled for vote *after only 2 hour's debate* in House Feb. 7. Result: AHEA, PTA, ADA *et al* shifted into high gear to try to get passage. If bill is defeated, chances are federal aid to school lunches will end June 30, as it was saved by only 1 vote last year and only on condition that bills be introduced to give the program *legislative status.*

HR3370 and its mate, S962, provide for *educators* to share with agriculturists in running the program, put *control in states.* If HR3370 is killed, when the annual USDA appropriation bill comes up in Feb. or Mar. school lunch appropriation may be struck out.

AHEA's stand: school lunch should not be a relief or solely a surplus food disposal device but is needed for child health and educational progress and should be given all children regardless of ability to pay, as education now is.

• **Fight for extension of life for OPA** after June 30 begins this month, and question may be decided soon. Chances fair for some kind of extension through 1946, but fear is that OPA will be given limited field of action.

• **To the House committee on postwar economic policy and planning** AHEA, AAUW, and other public interest groups presented statement Jan. 31 urging committee to recommend to the House *speedy* renewal and extension of price and rent controls *without emasculating amendments,* to prevent more inflation, safeguard reconversion.

Specifically, they asked extension of price control measures, including food subsidies, to June 30, '47; of Second War Powers Act (basis of government priority and inventory controls which prevent hoarding of scarce materials) to June 30, '47; and of rent controls to June 30, '48.

They also asked the committee to recommend ceilings on prices of new and old houses to prevent spiraling of house prices, which build up pressures on rest of the economy.

They pointed out that last fall *some* manufacturers and businessmen withheld goods from market waiting for Jan. 1 and repeal of excess profits tax, that delay in extension of controls (1) encourages these same groups to withhold goods hoping for end of OPA in June and chance for bigger profits after that and (2) encourages consumers to scramble for everything in sight because value of dollar is dropping. Holding rent control to July '48, they said, would stimulate home building, discourage construction industry's trying to sit out rent control.

Home economists might well write their Senators and Congressmen their own sentiments on these subjects, share in the "fight inflation conferences" being held in states.

• **AHEA's committee on BHNHE** (Misses Bane, Drummond, Harris, et al.) met here Feb. 4–6, had a session with Secretary of Agriculture Anderson. On the agenda: cooperative projects, training of research workers for BHNHE & experiment stations.

• **AHEA was 1 of 33 national organizations** (including veteran, education, citizen, mayor, housing, church, labor groups) signing a letter presented to President Truman Jan. 17 urging his active support of Wagner-Ellender-Taft housing bill (S592) as means to sound financing of homes for middle-income families.

Your letters to Congressmen on bill are still needed as hearings in House were pushed on into February.

Developing Home Economics Leaders

BETTY M. WATTS

Dr. Watts is an associate home economist on the research staff of the Washington agricultural experiment stations and associate professor of home economics at the State College of Washington. She directs Purnell research and also teaches several advanced courses on foods.

IN MY more pessimistic moments my colleagues, members of the home economics faculties of the colleges and universities in these United States, seem to divide themselves into two groups, both bad.

Group one consists of the "Fundamental Experts," persons who have obtained their doctorates in chemistry, physics, psychology, economics, and the like and who are now teaching nutrition, textiles, child care, or consumer buying.

Group two, the "Rounded Home Economists," have obtained a bachelor's degree in general home economics, polished off with a master's degree in education or home economics, and are now teaching nutrition, textiles, child care, consumer buying, alongside their sisters in group one.

FE's Deplore . . . RHE's Mutter . . .

Group one, the FE's, are fewer in number than the RHE's but noisier and generally harder to live with. The FE's deplore the lack of professional achievements among the RHE's. They seriously doubt that an RHE can even read the professional literature in her field, much less contribute to it. They openly characterize her teaching efforts as superficial, incompetent, and uninspiring.

The more numerous RHE's are equally sure of their own superiority but usually a little more guarded in their utterances. They suspect that the doctorate is not always the cloak of a mental giant—that it can, in fact, be draped over a stuffed blouse.

But in spite of themselves they are a little intimidated by the title. They bite their nails in mingled envy and disdain and mutter darkly of certain home economics courses that are "narrow," "impractical," and "technical," and of certain "home economists" who can neither make a smart dress nor a flaky pie crust.

Those with the Respect of Both

To be sure, there are successful home economists, persons with a broad outlook, a thorough grounding, and a competent technique, who claim the respect of both camps. They are the FE's who bewildered their classes for the first four or five years of their teaching careers with a great deal of "basic" information on physics, chemistry, psychology, or economics, sprinkled with a few face-saving illustrations from their appointed field in home economics. Eventually, after years of struggle as painful to their students as to themselves, they made the difficult transition and emerged as worthwhile teachers.

Or perhaps they are the RHE's who taught a hodgepodge of helpful hints to homemakers during their early years but who saved their professional integrity by foreswearing all bluff, pondering deeply the whys and what-would-happen-ifs of their more penetrating students, and humbly boning up on the answers even at the cost of going back to school.

Why This Fumbling?

Why must we go through these years of fumbling? When are we going to begin to

give adequate training to our future professional leaders?

The number of institutions offering training beyond the master's degree in any branch of home economics may be counted on the fingers of the two hands. Many of these specialize in one area only. California, Chicago, Cornell, Iowa State, Pennsylvania State, and Wisconsin have granted doctorates in foods and nutrition —by far the best developed graduate branch of home economics. Two institutions have conferred doctorates in an economic aspect of home economics, the University of Chicago in family and consumption economics and Cornell in economics of the household and household management. One, Cornell, has granted the degree in family life; another, Pennsylvania State, in textiles and clothing. Wisconsin and Minnesota have granted joint degrees in home economics and education.

In several institutions graduate instruction and research in fields usually considered part of the undergraduate curriculum in home economics have developed entirely outside home economics. For example, our few specialists in child development seem to have been trained mainly in "institutes of child development" not connected with home economics.

The Climb without a Toe-hold

How can we set about building up our graduate instruction? It is not an easy thing to do. For the most part we lack even toeholds for the climb and must jerk ourselves up by our shoe laces.

Obviously any department of home economics which wishes to encourage students to take advanced graduate work in any specific branch of home economics must have at least one person who has made some professional contribution in that branch, has a research program under way, and is interested in initiating promising disciples into research procedures. Secondly, a sufficient number of courses of organized graduate instruction must be available both in the applied science in the department of home economics and in the corresponding basic science.

I doubt that anybody could lay down hard and fast rules as to what constitutes a "sufficient number" of courses, or how many of these courses should be offered in home economics. After earnest perusal of college and university catalogs, I have an uneasy feeling that many departments are trying to increase their stature simply by multiplying courses at a low level without much regard to unification or integration, and with elastic ideas as to what constitutes an adequate foundation in the fundamental fields.

How Set Up Graduate Work?

Research and graduate work are admittedly expensive to set up and maintain, but much more could be done even with existing funds. Few departments of home economics seem to be making any attempt to organize available resources to set up adequate graduate training.

Purnell funds are available and being used for home economics research in land-grant institutions. The Purnell appointees are presumably capable of instructing advanced students as well as initiating research in their field of specialization. Yet too often the Purnell workers in home economics have little connection with the teaching staff. They are often housed in a separate building and have no contact with home economics students.

Such separation of research and teaching is fundamentally wrong and detrimental to both. Each research worker who devotes one-third time to teaching can offer one graduate course each semester. Since not all advanced courses need to be repeated every year, this can mean a considerable contribution in organized instruction at a high level. The research output can at the same time be greatly increased by harnessing the efforts of graduate and even of promising undergraduate students.

Joint Doctorates

The possibility of "joint" doctorates—such as those issued at Wisconsin, in which the responsibility both for instruction and for

thesis direction is shared by a branch of home economics and a closely related science—should be investigated more thoroughly. Adequate programs might well be worked out, for example, between nutrition and biochemistry or between child development and psychology, when none of the departments concerned could hope to support sufficient advanced work alone.

Certainly, if a department outside of home economics is contributing largely to the course work of a PhD candidate, and perhaps even advising on the thesis, more cordial relations are apt to prevail if credit for the final degree conferred is also shared.

To Make Tiger Soup . . .

A second problem confronts us in the training of young women for the teaching of home economics. To make tiger soup one must first catch the tiger. To train for leadership we must first interest capable young women in graduate work.

Establishment of close contact between research and teaching should do much to arouse such interest. The student who has experimented on a simple scale in her undergraduate years and has seen and heard of the more elaborate projects under way in her department is likely to be research-minded already, aware of the expanding boundaries of her profession and of her own potential ability to drive a salient at some point in the boundary.

One fundamental difficulty we will always have with us because we are dealing with women rather than men. A man, real or potential, is likely to figure in every major decision which a young woman makes concerning the pattern of her future life. To the young woman contemplating marriage (and that includes all young women) it often seems more sensible to take a salaried job at the time of graduation, even if it promises to be somewhat dull, rather than to embark on several years of intensive work and meager living with no immediate dividends. After all, the job (she hopes) will be of short duration, and a professional career is shrouded in uncertainties. Better to fill the hope chest now than to train for a nebulous future.

If Marriage Doesn't Materialize

What counsel can we offer our graduates at this stage in their career? Probably none. Each young woman must weigh the pros and cons for herself and shape her own course. Yet I have often been tempted to break through the Anglo-Saxon reserve that prevents discussion of such questions.

"What if an enduring marriage does not materialize?" I should like to ask them. "Do you want to find yourself sitting on a stuffed but useless hope chest, lacking the training which could have filled your days with absorbing and fruitful work?"

And If You Marry

"And if you marry, the years spent in building inner resources of professional knowledge and achievement will not be lost! There are few communities in which you will not be able to peddle such wares to advantage.

"Full-time and part-time jobs are waiting. Husbands can share in the business of managing a home and children. I suspect a good many of them would like an excuse to get their fingers in the cake batter or to get the young ones to themselves occasionally. To be sure, there will be interruptions, unexpected moves, children, household tasks. Advancement will probably not be so rapid as it might have been had you only yourself to consider. But will you weep because your hands are so full that some good things must spill over?

"A profession need not make one less a wife or mother, nor need a family dim enjoyment of professional work. Each enriches the other. Home is more precious when it cannot clamp down and squeeze. Professional days are more satisfying against a background of family experience." Home events bob up smiling (or sometimes frowning) in the midst of scientific pursuits; the latter intrude themselves brazenly on the domestic scene.

I had a recurring desire to giggle during a serious lecture the other day. When the

lecture was over and it was possible to let the giggle out and wonder where it came from, I recollected immediately: it was the silly expression on my husband's face when the colt nipped the rear of his pants.

Again that night a sense of expectancy, a feeling that tomorrow was a day of some special significance, lay buried in my unconscious all the time I was extemporizing the bedtime thriller for my small son and fetching the last glass of water and weakly allowing an extension of already lengthy bedtime rites.

After we had grinned happily at each other for the last time and the bedroom door was finally closed, I stopped for a moment to focus on this vague feeling of anticipation. Oh, yes. . .I had set up a very interesting experiment in my laboratory, and tomorrow I would have the results!

If I Were Graduating Today

If I were graduating in home economics today, I hardly know what area I would choose for specialization. Food and nutrition is the best developed, but the very paucity of research and graduate instruction in other areas is in itself a challenge.

Textile research seems to me, an outsider, to be a rich field, awaiting the trained woman who can keep one eye on the developments of the industry and the other on the problems and needs of the consumer. . . . Our notions on house planning could well stand some overhauling by home economists sympathetically aware of the needs of family living and trained in architecture. . . . The workings of a child's mind is a subject so fascinating that the person armed with such tools as exist for its exploration is surely possessed of a life work of never ending pleasure. . . . To those who can orient social studies and economics toward solution of family life problems falls the difficult but absorbing task of dispelling the nebulous haze that still clings to such problems.

Whatever the field I finally selected, I should make every effort in my graduate years to gather together ammunition for a sustained campaign. I would train myself thoroughly in the background sciences which supply the tools and the technique. With such training there is no limit to possible professional growth. Surely in no profession is need so great and competition so slight.

"Why Don't I Get My Journals?"

"Why don't I get my JOURNALS? I paid my dues last October and not a copy have I received." We had many such queries in December.

Sometimes the answer is that the state treasurer didn't send the money in promptly but waited until she had a packet of dues to forward. Once we get the dues it may take a month or even six weeks to "process" the membership. (Commercial magazines warn lapsed or new subscribers to expect six weeks to two months!)

That snail-pace traces to labor and paper shortages, which have hit the Waverly Press, our publishers, hard. Right after V-J Day all restrictions on paper were lifted, with a resultant scramble for the still limited supply and a worse situation for many than during the war. Issues were held up for want of paper. Envelopes addressed in AHEA headquarters office and sent over waited a long time for the filling.

The paper shortage won't disappear for many months yet, but we hope that JOURNAL readers will get their spring issues on time.

The unhappy situation makes another good argument for paying dues *before* the AHEA year begins—that is, *before* August 1.

The Association's K.E.B.

HELEN W. ATWATER

During her 18 years as editor of the Journal of Home Economics, 1923 to 1941, Miss Atwater was intimately associated with Miss Baldwin.

Harris & Ewing

KETURAH E. BALDWIN

TO tell the story of Keturah Baldwin is almost to tell the story of AHEA headquarters.

She was teaching physics and chemistry in a Baltimore high school in 1913 when she was offered the rather vague job of managing the office of the five-year-old organization. Its biggest undertaking then was publishing its JOURNAL, of which the editor was Mrs. Mary Hinman Abel, wife of Professor John J. Abel of Johns Hopkins, and of which the printers were the Waverly Press, a Baltimore firm beginning to specialize in scientific publications. In addition, membership lists, records, and a growing miscellany of business had to be attended to.

Miss Baldwin, a Goucher College graduate, whose quiet manner covered a venturous and far-sighted spirit, saw possibilities of a new and useful kind; and soon she was installed in a little office in Baltimore with a modest collection of files and desks and necessary paraphernalia.

The Association operated on a shoestring, but that didn't worry the new business manager because she came of a Pennsylvania family where thrift was an unquestioned virtue. She also knew firsthand about the practical problems of homemaking, so that, with her clear good sense and her training in the underlying sciences, she had no trouble in understanding what this new subject, "home economics," was driving at and how it could be made of real value in American life.

For nearly ten years she attended to the varied business of the growing Association and saw the issues of the JOURNAL through the press. This last meant assembling the copy, doing a good bit of manuscript revision, reading proof, and generally "managing" the publication. Her standards helped greatly to gain for it an unexpectedly high rank among comparable magazines. And meanwhile she was accumulating a literally unique

knowledge of the personalities, plans, and practices of the budding home economics profession.

In 1923 the Association appointed an executive secretary and a full-time editor and moved its headquarters to Washington. Miss Baldwin didn't want to follow because she and a friend had just established a charming home in Baltimore. Rather than lose her, the Association kept the office of business manager in Baltimore (handy to the printer), and she came over to Washington as necessary.

By 1935, however, this became like commuting in reverse, and she reluctantly shifted her office and then her personal headquarters.

Meanwhile, her work had gradually changed. She still kept membership and subscription lists and attended to the routine business affairs for headquarters; but more and more of her time was given to the advertising in the JOURNAL, to the commercial exhibits which had come to be a prominent feature of Association meetings, and to Association publicity.

Through her work with advertising and commercial exhibits Miss Baldwin has made a greater contribution to home economics than most of us realize. The AHEA accepts them for two purposes: to make money and to show that, even in a field as full of controversial pitfalls as home economics, it is possible to work out statements and displays that are valuable both to producers and to consumers.

The second purpose is much the harder. It could not be achieved without a responsible worker with practical common sense, tact, patience, absolute integrity, and the courage of her convictions. Miss Baldwin systematically arranged for the Association to provide her with the best available technical and scientific information on any point at issue; then she has always done her best to make the applicant for space conform to this, but she invariably turned him down rather than lower standards.

As a result, advertisers have a high respect for approval by the Association. Certainly they have received as much consumer education from Miss Baldwin as they have given to readers and exhibit visitors.

Although she was slated to be relieved of her responsibilities as business manager of the AHEA at the end of the Association's fiscal year 1943–44, the executive board prevailed upon Miss Baldwin to stay on as business manager until November 15, 1945. Her willingness to do this is but another indication of her devotion to the Association.

And what sort of person is K.E.B.? Read her ingeniously amusing annual reports or listen to her unexpected and very apropos stories, and you won't doubt she's great fun.

Think how for over thirty years she has kept the good will and confidence of home economists, individual and collective, and you won't question her friendliness. Remember that the Association has long held Dunn and Bradstreet's top rating, and you'll see there's nothing slipshod about her management. If you have been so lucky as to work with her over the years, you will realize that no one has ever served the AHEA so long and loyally and effectively as Keturah Baldwin.

Tribute to Miss Baldwin

By your ability, devotion, and patience with us as well as our problems you have contributed fundamentally to building the AHEA to its present stature as a national and world influence; . . . you have never submitted a report without its bit of salt . . . or a witty aside that has given us all a smile of enjoyment along with your budget of statistics. . . . Officers have come and gone, but you have supplied the continuity of knowledge and service on which our stability and growth have depended. . . . You have known the past, guided the present, and forecast the future and helped build the Association and the JOURNAL soundly and well.—BENJAMIN R. ANDREWS, at the 1944 annual meeting in Chicago.

Human Relations in the Restaurant Industry

WILLIAM FOOTE WHYTE

Dr. Whyte is a member of the University of Chicago Committee on Human Relations in Industry. The research project which he carried out and on which he based this article was part of the University's restaurant administration program, financed by the National Restaurant Association. His study will be reported fully in a book published later this year.

THE restaurant is a unique organization. A combination production and service unit, it differs from the factory which is solely a production unit and also from the department store, which is solely a service unit.

Co-ordination of the activities of people is therefore the restaurant's number one personnel problem. And when we consider that the restaurant produces a perishable product to be sold to customers whose number can never be exactly forecast, we can see that this co-ordination is not easy to achieve.

Effects of Rapid-fire Contacts

Furthermore, the restaurant organization is made up of interdependent parts, each one highly sensitive to changes taking place in other parts. A delay in food preparation gives rise to friction between waitresses and customers, and the waitresses in turn put pressure on service pantry workers or cooks, thus undermining their efficiency and leading to further failures in co-ordination. Or a difficult customer may so upset the waitress that she starts applying pressure herself.

The restaurant will not run itself, as is almost the case with some routine factory jobs. At its best, with rapid-fire contacts with many and varied people, it is an exciting and fascinating place in which to work. At its worst, when co-ordination gives way to friction, the restaurant loses its appeal for workers and supervisors.

Between those two extremes, there is one major difference: the quality of the supervision. The general public thinks that little skill and training is required for restaurant supervision. Nothing could be further from the truth.

What the Supervisor Needs

Many will recognize that applying modern nutritional knowledge to food preparation requires training and skill, but few understand that restaurant supervision also requires an ability to handle human relations which is not demanded of most factory foremen.

The effective supervisor must know how to organize the activities of people to achieve the co-ordination which is essential both to efficiency and to the emotional stability of employees. He must also be able to relieve the tensions which arise when work does not run smoothly—for, no matter how well the planning is done, there will always be emergencies demanding new adjustments.

Nearly every restaurant employee is subject to orders from two different sources. The waiter or waitress must respond to supervisor and to customers. The service pantry girl or counterman must respond to supervisor and to waiters or waitresses, and so on.

When business is rushing, the pressures from customers, or waitresses, and so on are a problem in themselves. If the employees feel under pressure also from their supervisors, they become nervously upset or aggressive toward others. The first job of the supervisor, then, is to take the pressure off.

For such a job, it is not enough to have a supervisor who merely knows every detail of salad making, table setting, or whatever and who pushes the employees to meet management's standards of performance. Management needs supervisors who look upon themselves and their employees as members of a team and who lead the team in solving its problems.

That means, in the first place, that the supervisor must be sensitive to the behavior of others—must notice when Mary is having trouble with a difficult customer, when Della is falling behind in her sandwich making, or when John seems to have worries which interfere with his performance in the kitchen.

Even if the supervisor cannot take some concrete action to solve these problems, it always helps when the worker feels that his boss understands him and is on his side.

The Receptive Listener

The supervisor can best show his interest by becoming a receptive listener, by encouraging the workers to talk out their problems. This is important in any industry. It is essential in the restaurant.

Nervous tensions can be eased through encouraging the workers to get their gripes, personal problems, and suggestions off their chest. When work ideas and emotional tensions are locked up inside the worker, they lead to friction and breakdown of morale.

When they are given free expression, they give the workers new strength, initiative, and enthusiasm for their jobs. And the supervisor who gets such expression has his finger on the pulse of his organization and can solve its problems with increasing skill.

The supervisor who wants to encourage the workers to talk their problems out will find the rules of interviewing worked out in the Western Electric Company research useful.

Western Electric's Pattern

1. *Listen! Don't talk except to encourage the worker to express himself fully and freely.* Give full interest and attention.
2. *Don't argue. Don't give advice.* Taking issue with the employee puts him on the defensive, antagonizes him, and leads him to give all his attention to defending his position. When the discussion goes in that direction, the supervisor loses his chance to help the worker talk his problem out. When the supervisor begins giving advice, he emphasizes his superior position, and this also blocks free expression.
3. Don't pass moral judgments on what the worker says. That is, *don't condemn his attitudes or the behavior he reports.* There is no surer way to kill off a conversation. *But don't praise his attitudes or his reported behavior either.* That puts him in the position of looking to the supervisor for a pat on the back, which influences him to conceal thoughts and feelings which will not rate such recognition.

   The employee will feel that he is getting ample recognition when he has the assurance that the supervisor is making a conscientious effort to understand him.
4. Do not listen *only* to what the worker is actually saying. *Pay attention also to what he wants to say but cannot express clearly without help.* Point 5 helps provide such help.
5. To test his understanding of what has been said and to stimulate further expression, the supervisor should *summarize the employee's words from time to time and present them to him for comment.* This should be done with caution—to clarify but not to add or twist.

Such a summary can show the worker that he is being understood. It can give him an opportunity to restate his thoughts and feelings if he thinks that the supervisor has not quite grasped the story. And it generally provides a jumping-off place from which the worker can develop his ideas further.

The supervisor who increases his skill in interviewing can be certain of getting better co-operation from his subordinates. We find, without exception, that the supervisors considered good by the workers are those who will listen to the complaints, suggestions, and personal problems of their subordinates.

Of the other kind they say, "Miss Jones won't listen to what you have to say. She just wants to *tell* you," and they express strong resentment against her and her kind.

Effective supervision is achieved only through winning co-operation, and co-operation cannot be won without skillful listening.

The Group Meeting

The supervisor can also get good results through drawing the workers out in group meetings. While the individual interview helps release the tensions of the individual

worker, the group meeting can focus attention on the solution of problems experienced by all. A skillfully led discussion can accomplish two things: bring out practical suggestions and give the workers a feeling of pulling together as members of a team.

Maramor's Group Meeting Rules

The following rules for the conduct of group meetings have been worked out by Mrs. M. L. McGuckin of the Maramor restaurant in Columbus, Ohio.

1. Get the employees to state their problems before the group. Try to find out whenever possible why they think and feel the way they do, for this understanding aids in arriving at a solution to the problem.
2. Give each employee involved in any way in the episode a chance to speak his thoughts freely. Listen attentively to every word. Tactfully draw him out if something seems to be left unsaid.
3. Offer solutions but be careful, as the supervisor, not to put yourself in the position of seeming to know all the answers.
4. Guide the discussions in the following ways:
   A. Make sure there is no personal embarrassment to any individual.
   B. Keep a co-operative and friendly spirit throughout the meeting.
   C. Keep the whole aspect of the situation enlarged beyond the personal feelings of any one or more individuals in the group.
   D. Guide the meeting so that an unwise or overemotional person does not take the reins.
   E. See that all the time given to the meeting is efficiently used to further the best interests of the project.
5. Assure the individuals and the group as a whole that action will be taken on their suggestions. And make sure that action is set in motion at an early date. Keep them posted as to the progress as hours and days go by. Much of their respect for their supervisor as their leader depends on the action taken after they make acceptable suggestions.
6. Keep close to those opposed to any action decided upon by the majority. Follow up with individual consultation with them in order to better understand their thinking. Very often individuals may make swift, dogmatic decisions because of their inability to consider all the evidence offered in the meeting. They need more time and a little help in order to see the situation clearly. Given this help, they are likely to come along with the group—or they may, in turn, throw further light on the whole matter by contributing evidence that did not come out in the group meeting.
7. Keep a diary of subjects discussed and check up on them with the group in future meetings if and when it is useful to do so. And it is very often useful.

To this we need only add that the size of the meeting has an important bearing on its success. For some special occasion it may be useful to call together all employees of the restaurant, but for a meeting which is to build up the sort of general participation which is so essential to the organization, there should probably not be more than twenty persons present. This is an arbitrary limit, of course. Supervisors should simply bear in mind that, beyond a certain point, the addition of more people limits participation and destroys the informality of the meeting.

The Exploratory Approach

These rules may be useful, but *there is no neat formula for successful supervision.* To reach this goal, the supervisor must give as much thought and effort to human relations as he does to food costs and recipes. He must learn to observe others and try to explain their behavior to himself. He must learn to withhold his moral judgments and seek understanding as his first objective. When subordinates seem to resist him, he cannot afford simply to blame them for stubbornness, stupidity, or laziness. Instead, he must weigh his own effect upon them and learn to modify his behavior to win better co-operation.

With such an open-minded, exploratory approach, it is possible to meet the highly exacting requirements for skillful supervision in the restaurant industry.

Fabric Forecast

LEONE ANN HEUER

Miss Heuer is the textile and home furnishings editor in the research department of Household Finance Corporation. She wrote this article directly after her field trip in November, during which she interviewed many persons engaged in production and promotion of fibers and fabrics.

THE time has come, technicians say,
To tell of many things.
Of yarns and cloth, their finishes,
Of plastic thread and strings.

The textile outlook makes us feel much like Alice in Wonderland and may have us wondering whether or not we need to re-evaluate textile fibers and perhaps find a new and modern classification for them.

Textiles, we all recognize, are going through a period of change, expansion, and development. This started long before the war, but the needs of war speeded developments faster than we had ever anticipated. The changes that have come about are not only in new fibers but also in improvements of old and of accepted textile materials.

To meet the situation with intelligence and vision, we need to decide on some system of classifying fibers so that we ourselves will understand fiber properties and thus be better able to explain them to our students and to the public.

Perhaps the simplest general groupings of fibers are *natural* and *man-made*. The natural fibers are wool, silk, cotton, linen, and other thread-like materials which appear in nature as fibers. These may have an animal, vegetable, or mineral origin.

Man-made fibers include all filaments which are made through extrusion or other processes. These may be subdivided as to their bases which may be: cellulose, protein, mineral, and synthetic resin.

Natural Fibers

Wool and silk are of animal origin; cotton and linen are vegetable products. Some of the natural fibers that are of minor importance from a clothing and household angle are jute, hemp, kapok, ramie, sisal, and asbestos. All of these, except asbestos, are of vegetable origin. Asbestos is a natural mineral fiber.

News in Wool, Silk

The news in *wool* is mostly in shrinkproofing processes. Several resin treatments are proving effective for this purpose; among them is *Res-loom*, a process of the Monsanto Chemical Company, and *Lanaset*, introduced by the American Cyanamid Corporation. Neither has had consumer try-out, but both are reported to stabilize wool so that it will not shrink in laundering.

The chlorination process of shrinkproofing wool was perfected in England and used successfully by the United States Army Quartermaster Corps with wool socks. It also increased wear resistance 30 per cent.

Eighty-five per cent of the world's *silk* supply, before the war, came from Japan and China. Because of the damage to plantations and reeling factories, large-scale production cannot be resumed there for some time.

But use of nylon—and perhaps of other synthetic resin fibers—for hosiery, one of the major markets for silk, has led to forecasts that silk will regain only 15 to 20 per cent of this field. Silk will probably be in demand always for the fabric field, but the small supplies available at present will not produce much yardage.

New Developments in Cotton

Cotton has captured the limelight in the natural fiber picture. Chemical and plastic

finishes today can change cotton fabrics in at least as many ways as it was possible to change their character through varying the size of the yarn, the twist of the thread, or the weave itself. Cotton now can have the luster of silk, the stability of worsted, the coolness and absorbency of linen.

The character of the fabric can be completely altered by the finish as in embossed organdy, or the finish can be applied without altering the appearance of the cloth as in crease-resistant poplins. A fabric can be made sun-fast and crease-proof; its tensile strength or washability can be improved; and its wearing properties increased.

The finish can coat the fabric, making it soft and pliable as in water-repellent rainwear, or firm and heavy as in some waterproof fabrics. The finish can be a temporary addition, which may disappear with the first washing, or durable enough to last the useful life of the garment. It can be made resistant to abrasion, germs and vermin, alkalies, grease, oxidation, water, and mildew. In some cases only the yarn is treated; in other instances, the fabric is finished after it is woven.

Outlook for Linen

The outlook for *linen* is somewhat the same as for silk. Flax is grown all over the world: in some parts, principally Russia and Europe, for linen; in others, as in South America and the United States, mostly for its seed from which linseed oil is extracted. Because of the need for linen during wartime and the inability to get supplies from customary sources, flax cultivation for fiber purposes has increased in the western hemisphere.

For centuries linen production was a long and tedious task. Now a chemical process for retting flax stalks with less cost in time and labor has been developed in the United States. This process is said to produce yarns of fine size and good quality and not to impair the strength of the raw fiber. The future of linen manufacture in America rests on further reduction in costs through volume production and improvement of methods.

The linen produced here is used chiefly in dress goods now and probably will be for some time. Linen damask will most likely continue to be an imported product, with Ireland maintaining its place as the largest manufacturer of fine table linen.

Man-made Fibers

Man-made fibers can be divided into four classifications: (1) those with a cellulose base, which would include all rayons; (2) those with a protein base, of which Aralac is the most important today; (3) those with a mineral base, in which group Fiberglass is the outstanding example; and (4) those with a synthetic resin base, such as nylon, Vinyon, Velon, Saran, synthetic rubber, and the plastic coatings for yarns.

Experimental work is being done on a variety of other products which some day may find their place in one of the above classifications. Some of these products are soya beans, chicken feathers, fibers from the redwood bark, the peanut, seaweed, milkweed, and corn. Research on these has not gone far enough, however, to report on them from a practical angle. We shall limit ourselves, therefore, to those which are in commercial production.

The Rayon Picture

Rayon was the first textile fiber made by man. Its manufacture consists in taking cellulose in the form of wood pulp, cotton linters, or both and, through a series of chemical and physical treatments, converting it to a thick solution. This solution is then forced through tiny holes and solidified into strands and filaments.

Three types of rayon are manufactured today: viscose, acetate, and cuprammonium. The viscose and cuprammonium types of rayon have essentially the same chemical properties. Acetate rayon is of different chemical composition.

Much research has been and is still being done on improving the strength of rayon. Twenty-five years ago standard *viscose rayon*

yarn had a dry strength of 1.5 grams per denier and a wet strength of 0.5 grams per denier. The dry strength of viscose rayon yarn today is 2 to 2.2 grams per denier, and the wet strength ranges from 1 to 1.2 grams per denier.

In the manufacture of *high-tenacity rayon* yarns of any of the three types, the yarn is stretched during spinning. This results in a marked increase in strength. High-tenacity rayon yarns have a dry strength of 3 to 3.8 grams per denier and a wet strength of about 2 grams per denier. This is double the dry strength and four times the wet strength of the standard rayon made in 1920.

Fortisan, which is a high-tenacity acetate rayon brought back to a cellulose form and stretched during the process, has exceptional strength; 7 grams per denier when dry and 6 grams per denier when wet. Most high-tenacity rayon yarns are today being allocated to the tire cord industry; thus consumers may see little of them for some time to come.

As the quality and tensile strength of rayon increased it became possible to spin finer filaments. Another improvement in rayon over the years has been the production of yarns in a variety of lusters, from very bright to very dull.

Spun rayon is probably one of the most interesting products in the rayon field. It may be any kind of rayon. Instead of being produced in long single strands, called filament yarns, it is made into short staple lengths like those of cotton, wool, spun silk, and linen. These are then spun into yarns by the same systems used for other fibers.

Spun rayon yarns can be woven into fabrics of a great variety of textures and effects and can be mixed with other fibers for still greater variations. The strength of the fabric is dependent upon the length and strength of the fibers used, the method of spinning, and the construction of the fabric.

Synthetic resin and other chemical finishes are used on rayon fabrics to increase strength, resilience, and wearing properties. Some finishes make the fabric water- and spot-resistant, fire-retardant, shrink-resistant, or give it other qualities which add utility and beauty to rayon fabrics.

The information on the label attached to a fabric or garment should tell you of any special finish and the properties it gives to the fabric.

Aralac and Its Uses

Aralac has as its base the casein of milk. It was originally developed in Italy by a different process and known as Lanital, the Italian word for "Italian wool."

Chemically, Aralac closely resembles wool. When dry, it is 75 per cent as strong as wool. When wet, it is 30 per cent as strong as wool; but it regains its normal strength when dry. In fineness of fiber it corresponds to fine-grade wool. Repeated tests have shown the fiber to be as warm as wool.

Aralac is used today as a blending fiber with rayon, wool, cotton, or combinations of these fibers. It is mixed in definitely planned proportions with other fibers before the yarn is spun. The Aralac content of these blended yarns may range from 20 to 50 per cent. Because it resembles wool in its characteristics, it adds the properties of wool to the fabric in which it is blended.

Fiberglas and Its Uses

Fiberglas is actually glass in the form of fine fibers or strands. One strand may be as fine as 22 one-hundred thousandths (0.00022) of an inch. From 100 to several hundred fibers are combined to make a single strand, and a number of strands are twisted together to make a yarn.

Because of the fineness of the fibers in a strand of Fiberglas, flexibility is one of its distinguishing characteristics. Fire-resistance is another property of this textile. The fibers may melt but the material will not burn or give off smoke or gas. In textiles, fire-safety is a rare quality. Fiberglas does not absorb moisture even though its surface may become wet.

Fabrics made from glass fibers will not shrink, stretch, or swell. Fiberglas fabrics

should not be subjected to continuous flexing or friction because this may cause the fibers to cut each other and break. For this reason it is not suitable for upholstery or for wearing apparel.

Fiberglas textiles are but one of the major uses of Fiberglas. In all of its forms it is primarily a basic material for industry. In the consumer field it is being used in drapery fabrics and for shower curtains.

The possibilities of combining glass fibers with asbestos, cotton, hemp, rayon, silk, and linen fibers to produce fabrics of unique qualities are being explored. Fiberglas fabrics coated with synthetic rubber or resins have many potential uses, including awnings, lightweight luggage, tarpaulins, and other products which would be exposed to weathering and consequent attack by fungi.

Nylon—Past, Present, Future

Nylon was the first synthetic resin yarn produced for consumer use. Actually, nylon is the generic name for an entire family of synthetics which may be in fibers, bristles, sheets, or other forms. All nylons are characterized by extreme toughness, elasticity, and strength.

Nylon can be made from such raw materials as coal, petroleum, natural gas, air, and water. Nylon in a molten state is forced through tiny holes. The filaments drawn from one spinneret are wound together. The number of filaments used depends upon the number of holes in the spinneret. The cold fiber is then drawn or stretched, which process gives nylon its high strength and elasticity.

The preforming or setting quality of nylon opens new possibilities in fabric manufacture. Preforming is the stabilizing of the fabric under steam pressure or, to a lesser degree, under boiling water. Knitted nylon (as demonstrated in hosiery) or woven fabrics made of nylon when preset maintain their shape, or if stretched in use, return when laundered to the shape given them in the preforming operation.

Permanent pleats can be set in nylon fabrics. Lace curtains made of nylon when preset can be laundered, dried, and ironed without need for stretching frames. To reset a nylon fabric it must be subjected to a more severe heat treatment than was used in the original setting.

Nylon had scarcely been introduced into the hosiery field when it was drafted into military service. In using nylon for war purposes the textile industry learned new ways of handling this synthetic, ways which are now being reflected in civilian fabrics. Gloves, handbags, slippers, lingerie, foundation garments, neckwear, sweaters, blouses, and shirtings are some of the items for which nylon will be used. It may be combined with rayon, wool, cotton, and other fibers to contribute the qualities of one fiber and add the properties of another to a single fabric.

Vinyon, Velon, Saran . . .

Vinyon is a fiber made from vinylite resins, which in turn are made from natural gas (or coal), salt, air, and water. The solution from which Vinyon is made is forced through spinnerets. Vinyon is made in continuous filament yarns or in short staple fibers.

The continuous filament yarns are allowed to stand and are then stretched to about 150 per cent of their original length. This increases tensile strength and reduces elongation. Continuous filament Vinyon is made in regular and high-strength yarns. Staple (short-length) Vinyon fiber can be produced in one- to five-inch lengths.

The principal uses for Vinyon have been in industrial fabrics such as filter cloths, pressed felt, and sewing thread. Some of its potential uses in the consumer textile fields are in bathing suits, shoe fabrics, curtain materials, upholstery fabrics, shower curtains, sail cloths, and awnings.

The use of Vinyon staple in combination with cotton, wool, rayon, and other fibers has made possible the production of fabrics which will retain a pressed shape, fold, or crease. Laboratory work towards the development of a Vinyon yarn for hosiery and

the improvement of other yarns for uses mentioned is in process.

Velon and *Saran* are the present trade names for the vinylidene chloride resin fibers which have as their basic raw materials petroleum and brine. At present Saran and Velon are made only in coarse single yarns. Experiments are under way for the making of multifilament yarns, yarns in which many fine strands are used to make up the thread.

Vinylidene chloride resin yarns are highly resistant to moisture, alkalies, acids, and most organic solvents. They are resistant to moths and mildew, have high tensile strength and great durability. Luster and color are built into these yarns before they are extruded. It is claimed that dirt, grease, ink, and even most acids can be wiped off Saran and Velon with a damp cloth.

Saran was first used in fabrics resembling rattan for use as seat covers in busses and subway cars. Velon was first used in shoe fabrics with Velon as the warp yarn and cotton as the filling yarn. Handbags, trimming materials, and millinery fabrics of unusual color, design, and weave were also developed.

During the war mosquito and fly screens proved highly satisfactory when made of vinylidene chloride resin fiber. Cords for rackets, curtains, upholstery fabrics, suitcases and traveling bags, pharmaceutical tubings, and filter cloths for industry are some of its other uses.

Synthetic Rubber, Plastic Coated Yarns

Synthetic rubber yarns are made either by extruding the solution to form round monofilament threads or by cutting thin sheets of synthetic rubber to form square threads. Round yarns may also be formed by rolling thin strips of synthetic rubber. These threads may be used in their natural state; but they are usually covered with cotton, rayon, nylon, or yarns of other fibers.

Synthetic rubber has been so far perfected that yarns made from it have 100 per cent recovery when stretched. They do not absorb water. In contrast to natural rubber they are highly resistant to heat and little affected by age or sunlight. The effect of acids, alkalies, other chemicals, and organic solvents varies with the type of synthetic rubber.

Synthetic rubber yarn is used in a wide variety of elastic fabrics, cords, and braids, in foundation garments, suspenders, garters, sock tops, sporting goods, and the like.

Plastic-coated yarns are one of the outstanding developments in the yarn and fabric field. *Plexon* is the outstanding product in this field. It can be used to coat cotton, rayon, Fiberglas, and yarns of other fibers. A variety of plastic solutions is used as well as different processes by which they are applied to give special effects and properties to the yarn or fabric. Some yarns have only a few coatings; others as many as twenty-four.

Plexon fabrics may be soft or stiff; transparent, translucent, or opaque; smooth or rough. Plastic-coated yarns may be completely waterproof or moisture-resistant, verminproof, weatherproof, rotproof, flameproof, or resistant to acids, perspiration, gasoline, oil, grease, or made to withstand the extremes of temperatures which are found in arctic or tropical climates.

The strength of plastic-coated yarns depends on the strength of the yarn used as a core, the plastic used for coating, and the number of coatings applied.

Plastic-coated yarns may be woven, knitted, braided, twisted, or crocheted into fabrics for draperies, upholstery materials, slip cover fabrics, curtains, handbags, shoe fabrics, and fashion accessories.

For AHEA's Convention June 24–27

Reserve your room *now* and plan to "double up"! Headquarters: Hotel Statler. Other hotels 6 blocks or less from the Auditorium (where general meetings will be held): Cleveland, Hollenden, Carter, Olmstead, Allerton, Auditorium.

Developing Good Habits in the Use of Money

ESTHER E. PREVEY

Dr. Prevey directs the department of family life education set up last year in the Kansas City (Mo.) public schools to serve the schools and community agencies working in this field. She is also director of parent education in the Kansas City Teachers College. After getting her PhD from the University of Minnesota she was on the Merrill-Palmer staff.

"MONEY just drips out of the pockets of youngsters nowadays," complains one mother, who wants to know what experiences are really valuable in teaching children the use of money.

"I wish I knew what success others have in giving children an allowance," says another conscientious parent, while a father doubts the wisdom of earning experiences for children of high school age.

Many parents and teachers are troubled about ways to help the younger generation learn to use money wisely. A recent investigation was carried on, therefore, to determine, if possible, what effect childhood experiences in the use of money really have on adult ability to manage finances. It had been assumed but never demonstrated scientifically that wise training in budgeting, spending, giving, earning, borrowing, and lending in childhood tends to reflect itself in adequate adult habits in these same areas.

The Study

One hundred families from the upper socio-economic level were studied to determine the methods by which the parents were trying to help their children develop wise money habits. Detailed information through controlled interviews with the mothers was secured on methods by which children were supplied with money; experiences they were offering to their young people in spending, saving, giving, borrowing, lending, budgeting, and earning; the responsibility they were allowing the children in planning the use of money and the type of guidance offered; and the opportunities provided for helping boys and girls to understand household expenses, the family's financial status, problems encountered, and their solution.

In each family there was a child between the ages of 15½ and 17½ years who was in his junior or senior year of high school. Information about the family and data on the children's adjustment were secured, the latter through use of the Bell Adjustment Inventory and the Stott Self Reliance Scale.

Four years after the original study was made, information was obtained about the money habits of 50 of the boys and girls as they neared maturity and had incomes of their own. This material was obtained through questionnaires mailed to the mothers.

Qualitative facts were translated into quantitative terms by means of a scale of 20 items dealing with parent practices in teaching children the use of money. Each item was given a numerical score developed on the basis of the combined judgments of 33 persons considered authorities in child development and family life. Coefficients of correlations were calculated in order to determine relationships. The type of coefficient depended upon the data being analyzed. It was thus possible to interpret the data more accurately than could be done with qualitative facts alone.

Boys and Girls Differently Trained

The results of the study indicate that *childhood experiences with money do tend to reflect themselves in adult planning and spending habits. Some experiences appear to be more effective than others.*

Analysis of the data shows that the parents of the boys consistently employed better educational methods than did the parents of the girls. All along the line the boys were given experiences superior to those of the girls in managing their own money—in giving, spending, saving, borrowing, lending, earning, and developing an understanding of household finances.

More boys than girls had their own money. The boys more frequently had to use their money wisely or go without. More boys than girls were having real earning experiences in the community. More of the boys were informed as to family resources, expenditures, and financial problems.

Parents apparently consider that boys have greater need for training in the use of money, that they will play a larger part in the financial world than the girls will. Several mothers, in fact, expressed this conviction. Yet in this age, most women and girls have to assume considerable financial responsibility and therefore need to learn to plan and spend in a way which brings satisfaction.

Effect of Childhood Experiences

The close relationship between childhood experiences with money and adult planning and spending habits was indicated by the correlation of scores for parent practices in teaching the use of money and the scores for the money habits developed by the subjects as they became young adults. With boys, a high degree of relationship was found. Boys whose parents provided broad and varied experiences with money tended to become young adults who could manage financial affairs wisely. With the girls the relationship was of a low degree, perhaps reflecting the "poor" quality of experiences provided for them.

What types of money experiences during the high school years tend to be valuable in the learning process? Earning in the community and being informed as to the family's financial status seem to be particularly important. At least, coefficients of correlation (Biserial r's and the Coefficient of Mean Square Contingency) indicate a definite trend toward relationship. Earning and accepting responsibilities that come with a job and being permitted to share with parents in family financial planning and problems are significantly related to later ability to manage one's own resources.

Helpful Parental Practices

Parental practices in teaching the use of money which, according to this study, appear to be of value to boys and girls are:

1. Money is provided according to a well-defined and understood plan.
2. The amount is sufficient to cover practically all of the child's usual expenses, including most of his clothes.
3. The consequences of unwise planning or spending must be accepted.
4. The amount of money received by the child is adequate to cover the items of expense which it is expected to cover.
5. Parents give some guidance in the use of money, helping the child to plan but leaving decisions to him.
6. As income is increased, the child's responsibilities in planning its use and in spending are also increased.
7. Saving for definite goals is encouraged.
8. Opportunities to borrow and lend on a businesslike basis are provided.

Each of these practices was rated highly by the judges, but none stood out above the others as particularly important in the learning process. It is probably the combined effect of all the practices that is vital. In other words, *when high school youngsters, in addition to earning and becoming acquainted with the intricacies of family finance, also receive an adequate amount of money according to a well-defined plan, are not dominated by parents, and have to assume a gradually increasing financial responsibility, they tend to build a real foundation for financial competence.*

Relation of Personality Adjustment

Personality adjustment scores, secured through the use of the Bell Inventory and the

Stott Self-Reliance Scale, revealed that *the kinds of money experiences which these parents provided for their high school boys and girls were not necessarily related to the children's adjustment to home nor to emotional or social adjustment. Neither were parental practices related to the degree of self-reliance or independence exhibited by these youngsters.* In other words, there is little if any evidence that boys and girls who are given responsibility in handling money are better adjusted or more independent than those given little financial responsibility.

Yet data indicated a strong tendency toward relationship between adjustment during the high school period and the ability to manage one's own resources in early maturity. That is, the boys and girls who developed desirable adult money habits tended to be those who had attained satisfactory adjustment during their high school years. A high degree of self-reliance in childhood also appears to be related to ability to plan and manage one's income in early adulthood.

These results are upheld by a comparison of the two groups of young people who had the "best" and "poorest" money habits as they entered adulthood. Case studies of the four individuals who revealed the "best" and the four who revealed the "poorest" use of their financial resources as these young people matured also support these results.

The four who had very poor adult money habits also had unsatisfactory family relationships, while the four who developed very good adult money patterns enjoyed more companionship with their parents and with other children. Family budgeting and parental division of responsibility for expenditures tended to have a more loosely woven pattern in the former group. These findings provide additional evidence that one aspect of living cannot be separated from all other aspects. Happy relationships are intangible but vital factors in the learning process.

To Summarize

These findings clearly demonstrate that in the use of money, as in other areas, "we learn by doing." Earning experiences and opportunities to become acquainted with the family financial resources and expenditures appear to be especially valuable as childhood experiences. Companionship between parents and children, shared home responsibilities and privileges, a feeling of belonging to the family unit and of being partly responsible for its maintenance play a highly significant role.

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"Bargain" Education

In 1943 the average annual earnings of workers in private industry was $2,026; those of public school teachers, principals, and supervisors, $1,599.

Household Equipment Laboratory

DAISY DAVIS

Miss Davis is chairman of the division of household equipment at the Ohio State University and has had long experience in that field. She spent the month of November on the University of Illinois campus helping solve equipment problems of the home economics department there.

BECAUSE there will be a great deal of postwar building, remodeling, and furnishing of home economics quarters, a discussion of the household equipment laboratory seems timely.

The backlog of need for home equipment has reached tremendous proportions, since almost no appliances were made or marketed during the war. Equipment which will soon flood the market will include the good, the bad, and the indifferent and will intensify the need for consumer education in this field. "Packaged" equipment—the whole laundry, the whole kitchen, packaged lighting fixtures—pose new problems for us home economists. If the public is being influenced to make the bigger investment, then the students whom we are training should be given a sound basis for evaluating it. They should be able to evaluate the package as a whole, the individual appliances within it, and how the fixtures supplement those already in use.

For Richer Home Living

The objective of the teaching of household equipment—which determines selection of laboratory equipment—is the same as that of other phases of home economics: richer home living. If the homemaker has some understanding of and skill in using the tools with which she works, she will have less nervous tension and can direct more of her energy to other phases of living. She may even be able to save money for other family needs.

In order to understand these tools, the home economist must have some knowledge of the materials used in the appliance and how they react under different conditions of usage; some knowledge of design from the standpoint of how and why the design affects the technique of the worker; some ability to evaluate appliance models of different prices in terms of their function.

Whether the teacher of household equipment courses is preparing her students for homemaking or is training them for a specialized form of work, she can use the same general plan. The intensity of the training of the two groups, however, will be different. And in either case she needs to think through her objectives.

To Adjust or to Expand

Much equipment help can often be given to students by a little adjustment of the facilities on hand. The equipment in the home management house and in the laboratories already established, offers possibilities, though it may present problems of conflicting laboratory hours and of having the appliance being studied visible to the entire class. It may also make it necessary to confine teaching methods to observation, discussion, and demonstration. An equipment laboratory where each student studies, works with, and evaluates home appliances under guidance and supervision, however, uses the student's time to better advantage.

Probably no one department could carry out all the recommendations given in this article. Flexibility of arrangement is perhaps the most important single need. Whatever the problem to be solved, if the solution meets the test of flexibility, it will make possible the achievement of different objectives in teaching

household equipment, use of varying methods of teaching, and expansion in the future.

Basic Needs

Whatever the situation, there are five basic needs for a good household equipment department: adequate floor space, a level floor, adequate plumbing of good quality, sufficient electric power properly distributed, and personnel specially trained for equipment.

If graduate and research students as well as undergraduate students are to have training there should be at least two rooms, one for each group.

Department Location, Floors

The location of the rooms should be on the ground floor, preferably because of the bulk and weight of equipment to be moved in and out. The *loading platform* should be at the outer door, where a truck can back up and unload easily, and near the laboratory. *A wide laboratory door is desirable.*

The floor area should be planned with due regard for (1) flexibility in methods of teaching, (2) changing objectives in teaching, (3) future expansion, (4) tables at which students can write up results, (5) space for class or group discussions around equipment, and (6) space for a unit kitchen or laundry where placement of equipment and work heights can be studied. (Movable partitions can serve as aids in setting up unit kitchens or laundries.)

The foundation should be smooth and level, for the levelness of the floor affects heat distribution in the range oven and efficient operation of the refrigerator.

For floor covering resiliency is desirable, and resistance to oil and grease is necessary. At times oil may drop from motors.

Storage Facilities, Electric Circuits

Storage facilities are all too often inadequate, for the need grows as the work develops. Make a list of the equipment to be placed in the laboratory, as a basis for planning storage. Plan storage with full awareness of the fact that home equipment offers temptation to many and that equipment laboratories are usually included in tours for visitors! If the small equipment can be visible yet behind locked glass doors, the instructor in charge will be spared much concern.

Some provision should be made for books of directions and other printed materials. Such literature to be readily accessible should be located according to a definite plan. Storage for a tool kit, a first aid kit, and a fire extinguisher is part of any good plan.

Electric circuits are important. The key to adequate electric service lies in the heavy-duty cables which carry the power into the building. These cables service the whole building, and if electric ranges are to be used in the food laboratories, planning of the cables must take this into account. The number of circuits and the amperes each circuit can carry safely depends on the power coming into the building.

More circuits of fifteen amperes each will serve the laboratory better than fewer circuits of twenty-five amperes each, but there should be enough power lines of twenty-five amperes to service the power ironers. Two ironers can be connected into one circuit.

Each electric range should have its own circuit. A range circuit carries three wires instead of two and is double the house voltage. The third wire is a neutral wire, a necessity for electric ranges. A ground should be provided for all outlets servicing washing machines and power ironers. If this is done, *be sure that the cord which comes with the washer or ironer is replaced by one carrying a ground wire.*

A circuit breaker is more convenient than a fuse box and little more expensive. This circuit breaker should be in the laboratory and easily accessible to instructor and students. One blue print of the wiring of the laboratory should be in the file of the director of home economics and one on or beside the circuit breaker. Each separate circuit and each outlet and switch on each circuit should be plainly shown on the blue print.

For the study and comparison of such low-wattage appliances as toasters, waffle irons, and

mixers, a power table has worked well in the laboratories at the Ohio State University. This table has six circuits, each with a double outlet. If each circuit has a pilot light beside the outlet, time is saved in locating trouble when current cannot be had.

Before the electrician can plan the layout of the circuit, the home economics department will need to locate the following: future kitchen and laundry units where range and power ironer will be used, a power table for small appliances, a power post for comparative study of electric ranges, power ironers, washing machines, and a circuit breaker.

The Plumbing

Plumbing includes service lines (hot and cold) for lavatories, sinks, and washing machine centers; drains for lavatories, sinks, and washing machine centers; and a flue for gas ranges, a coal or wood range, and clothes driers (gas or electric).

The main valves for both hot and cold water should be in the laboratory and easily accessible to instructor and students. The main gas valve should be in the laboratory and also easily accessible to instructor and students.

The laboratory drainage system should have its own line into the sewer. If connected to the line from the foods department, for instance, difficulties may arise.

Whether or not there is a city or state ruling that gas ranges must be connected into a flue, it is better to do so. Several ranges may often be in use at one time. If the laboratory has clothes driers, whether gas or electric, each drier should also be connected with the flue.

Gas Ranges, Laundry

Gas ranges must have tight connections. Therefore, decide whether the ranges are to be grouped for comparative study or arranged as a part of a kitchen unit.

In the washing machine center, allow at least four times the space needed for washing machines and driers for such washing accessories as clothes baskets and supplies and for free movement of the students who will be working here at one time.

Hot and cold water service should be provided for nonautomatic washers. Hot and cold water service will be connected into the automatic washers because of the automatic mixing valve in the machine. The drain from the automatic washer also must be connected into the laboratory drain. If the hot and cold water faucets are accessible from every side, more students can work at one time. This arrangement also allows greater flexibility in placement of machines.

A metal box which fits into the floor drain and allows three or four washers to empty into it at one time prevents drainage water from splashing over the floor. If this metal box is removable and a floor plate is made to cover the drainage hole, this laundry floor space can be used for other purposes.

What They Call Their In-laws

The form of address used by a husband or wife for the parents of the partner measures the degree of intimacy in the relationship, as well as reflecting group and geographical patterns. When Dr. Paul Popenoe asked a class to collect information on the subject he learned that of more than 1600 persons interviewed 66 per cent called the in-laws "Father and Mother."

Some of these, however, added the last name, "Father and Mother Jones," to make the address a bit more formal. Surprisingly enough, 15 per cent used the first name—"John and Mary." One in every 8 retained the formal "Mr. and Mrs." "Grandpa and Grandma" were used by 3 per cent; pet names, by 2 per cent. Another 2 per cent never recognized the in-law by any designation whatever!

Pressure Cooker Gauges and Food Spoilage

EMMA J. THIESSEN

Miss Thiessen went to the University of Wyoming in 1929, shortly after getting her MS degree at Columbia University, and is now associate professor of home economics there and associate in the experiment station.

THE pressure cooker obviously can insure safe canning only if its pressure gauge is accurate. To determine the accuracy of pressure cooker gauges used by homemakers of Wyoming, records were kept of the degree and extent of the inaccuracies of those tested and also of the type and age of the cooker and gauge.

The amount of service obtained from both gauge and cooker, as well as data in regard to canning practices and spoilage of canned food, was secured at the same time by means of questionnaires filled out by the homemakers in return for the testing service.

Methods Used in Testing Gauges

A laboratory instrument is the only sure device for checking. Some of the instruments commonly used are the mercury manometer, the maximum thermometer, and the master gauge.

Correct methods for using each have been outlined by several investigators (*1, 2, 3, 4*). In Wyoming during the last few years all three instruments have been utilized for testing: the mercury manometer in the home economics research laboratory at the University of Wyoming for checking 718; the maximum thermometer and master gauge at "gauge clinics" throughout the state for a much larger number.

Home economists—usually home demonstration agents or the home advisers in the Farm Security Administration—did the testing at the clinics and secured the questionnaires. Evangeline J. Smith, extension nutritionist, also helped with the survey.

Data on defective gauges are those obtained in tests with the mercury manometer, since they were checked by a similar technique and by the same persons. About 17 per cent of the 718 gauges were in error between 0.5 and 1 pound; 24 per cent between 1 and 2 pounds.

Around 39 per cent of the gauges were so much in error that the owners were advised to replace them. In these, deviations ranged as follows: 14.6 per cent were in error from 2 to 3 pounds, 7.6 per cent from 3 to 4, 4 per cent from 4 to 5, and 4.5 per cent from 5 to 6. All registered too low a pressure; about 4 per cent were so defective that no readings could be recorded on the manometer. But 8 per cent of the 718 gauges indicated too high a pressure and about one-half of these were so inaccurate that new gauges were recommended. Around 16 per cent were accurate to within 0.5 pounds.

Pressures that are too low, as in the case of more than 35 per cent of the cookers tested, bring danger of insufficient processing and subsequent spoilage. But if the pressure within the cooker is higher than is indicated, as in 8 per cent or 57 of the cookers examined, the quality of the product may then be lowered from overcooking. For example, if directions are "Process 30 minutes" but the pressure is actually about 2½ pounds less than the gauge indicates, the homemaker really should process the product about 42 minutes (*5*).

Amount of Food Canned

Snapbeans, corn, peas, beef, and pork were the chief foods canned in pressure cookers, most of it by rural families. The amounts of these ranged from 124 to 279 quarts per family per year, with an average of 200 quarts. Miscellaneous foods were also processed in smaller quantities: such vegetables as spinach, chard, beets, carrots, and squash;

also chicken, turkey, hominy, chili, soup, and tomatoes. The yearly average for all pressure-canned foods was around 250 quarts per family —considerably more than indicated in a similar survey in Iowa, where the average was 214 quarts per family (*6*). Many of the ranches in Wyoming are far from markets, and supplies of fresh vegetables are scarce.

Questionnaires indicated that snapbeans were canned by more individuals and in greater amounts than were other low-acid vegetables, from 25 to 45 quarts per family. Peas ranged from 15 to 38 quarts and corn from 26 to 45 pints. Most of the vegetables were home grown. Homemakers reported that few jars of *vegetables* were left over for the next season but that a considerable amount of home-canned *fruit* and *tomatoes* was carried over.

Both beef and pork were often canned: an average of about 45 quarts of beef and 31 quarts of pork per family. Home-canned chicken was popular; lamb, seldom canned.

Glass jars were most commonly used for the canning of fruits, vegetables, and meats.

Spoilage and Inaccurate Gauges

In this survey, 397 of the questionnaires stated that homemakers had used for the canning pressure cookers with the gauge sent in to be tested. They had followed standard high altitude pressure and time tables. Thirty-six per cent of the 397 reported spoilage of canned foods. About half of these women used cookers with gauges so defective that the temperature within the cooker would have been 5 degrees or more lower than the pressure indicated by the gauge.

The spoilage was chiefly of the low-acid vegetables and meats. The highest amount of spoilage was in the more solid packs of such vegetables as peas and corn. It was hard to estimate the total amount of spoilage of each vegetable, as many women reported "some" or "a few cans." Twenty-three homemakers had 380 pints of canned peas which spoiled; part of them had been canned in quart jars.

Thirty homemakers listed 350 pints of spoiled corn, most of it canned in pint jars. Spoilage of snapbeans, as indicated in 24 questionnaires, amounted to 130 quarts.

Spoilage was also recorded with home-canned beets, carrots, spinach, chard, and asparagus, but in smaller amounts, probably because less of these was canned.

Less beef and pork than non-acid vegetables spoiled, although both were canned in comparatively large amounts: a total of 25 jars of beef, reported by 4 homemakers; and 12 quarts of pork, reported by 3. Seven homemakers reported spoilage of chicken totaling 59 quarts. The gauge error on cookers in which the chicken was processed ranged from $1\frac{1}{2}$ to $3\frac{1}{2}$ pounds; two of the gauges could record no readings.

Where too low pressure was the probable cause of spoilage, the losses were comparatively high. The loss of vegetables canned in one cooker where the gauge deviated 2 to 4 pounds from the true figure amounted to 25 quarts; 36 quarts had spoiled where a gauge deviating 2 to $2\frac{1}{2}$ pounds had been used.

Such spoilage wastes not only good food but also the homemaker's time and effort, as well as being a health hazard for the family.

On some of the questionnaires the homemakers said that they realized gauges on cookers were inaccurate and tried to guess at the increase in pressure needed.

Value of Servicing Pressure Cookers

A checkup on tools used for canning to see that they are accurate should go hand in hand with instructions on and demonstrations of canning techniques.

The home economics division of the Extension Service and the Farm Security Administration in many states now carry on extensive gauge-testing programs for homemakers, testing the gauges without charge.

Some manufacturers of pressure cookers maintain cooker repair centers where services are given for a small fee. Homemakers should always have old cookers serviced, particularly those which have long been unused. Tests on gauges 15 to 20 years old revealed that most were off in calibration, several by 5 to 6 pounds

too high a pressure, which is dangerous. In the Wyoming clinics, although some of the cookers were no longer manufactured it was possible in most instances to fit them with new gauges from other brands.

Need for Use of Pressure Cookers

Use of steam pressure cookers is even more a "must" in Wyoming for canning low-acid vegetables and meats than in most states, because of its high elevations ranging from 3000 to 7500 feet. As water boils at a considerably lower temperature there than at sea level, the pressure cooker must be used to increase the temperature for safe processing.

Instructions as to pressure increases for various altitudes as well as directions for venting the cooker and for processing are supplied to Wyoming homemakers through canning literature and club demonstrations.

At sea level pressure of 10 pounds will bring the temperature inside a cooker to 239° F; at Laramie, Wyoming, 7200 feet in elevation, about 13½ pounds of pressure is necessary to achieve this temperature; in sections of Wyoming 3000 feet high, 11 pounds of pressure.

Several high altitude experiment stations have issued bulletins giving adjustments in pressure and temperature (*3*, *7*). Only if a cooker is equipped with a mercury thermometer, is correction for elevation unnecessary.

All the homemakers of this survey had used the pressure cooker for processing low acid vegetables, whereas only 17 per cent of the Iowa homemakers taking part in a similar survey had done so (*6*).

Needs Revealed

Findings of this survey indicate that gauges of steam pressure cookers receiving hard service should be checked for accuracy once a year before the canning season starts and that those inaccurate to the extent of two pounds or more should be replaced by new ones. Since a gauge costs comparatively little, replacement is better than trying to adjust or repair the old one, as some of the parts may be badly worn.

The most desirable gauge is one that is accurate to within half a pound per square inch. It is also desirable that the dial be at least two inches in diameter, for easy reading, and have the scale marked in one pound per square inch divisions—possible with those which have a gear coupling (*1*, *2*). The one-pound pressure calibrations make possible more accurate adjustments in temperature and are of especial value at high elevations.

Postwar pressure cookers should be equipped with a type of gauge or thermometer which will record temperatures accurately over a long period. In the writer's laboratory, a pressure cooker which has been equipped with a Taylor mercury thermometer has given more accurate readings than the pressure gauge on it. The cooker should be so constructed that worn parts may be easily replaced, preferably by the owner.

So far as facilities permit, methods other than canning should be used for the preservation of the low-acid vegetables, which frequently spoil. Home freezing may well replace canning for many such vegetables.

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FAO Is Launched

HARRIET R. HOWE

Mrs. Howe has long been active in AHEA, first as a graduate student of Isabel Bevier's, then as faculty member of the University of Illinois, next as one of a homemaker group, and finally in 1936 (through a grant from Phi Upsilon Omicron) as AHEA's assistant in consumer education. She edited Consumer Education Service from its first issue in 1936 until last summer, when she resigned on the return of her husband, Col. Paul Howe, from a European assignment with the Surgeon General's office.

"FREEDOM, Abundance, Order" thus may be summarized the objectives of the United Nations Food and Agriculture Organization which held its first conference in Quebec City on October 16 to November 1.

"Five hundred years from now people will count this a great historic occasion," predicted Sir John Boyd Orr, the sturdy Scottish biochemist who was made the FAO's first director-general. "It marks the beginning of a new era, made possible by modern science—an era of freedom from hunger, for all men in all lands."

FAO, the first of several projected organizations which will function under the United Nations Organization, was formally launched when the representatives of 41 nations solemnly signed the Constitution, thus pledging their governments to co-operate to raise the levels of living and standards of nutrition, to improve the efficiency of agriculture and marketing and the welfare of rural populations, and to make FAO serve as the spokesman of the world's consumers.

Preface to FAO

Most home economists are familiar with the plans for such an organization, which were developed at the Hot Springs Conference in May 1943. Dr. Stanley reported them in the September 1943 issue of the JOURNAL.

At Hot Springs delegates from 44 nations considered ways of working together to produce and distribute enough food to free the peoples of the world from the fear of hunger. These delegates recommended that the participating governments set up a commission to (1) formulate and submit a plan for a permanent organization and (2) collect and disseminate scientific information to help the nations put some of the recommendations of the conference into immediate effect.

Many of you will remember that this Interim Commission began work in Washington early in the summer of 1943, outlined the scope and functions of FAO, and drafted a constitution. By the next summer agreement had been reached on these points, and the Report and Constitution were sent formally to the several governments for their acceptance.

By June 1945 twenty-one governments had approved, and plans were projected for the formal signing of the constitution and for this first annual conference of FAO in Quebec in October.

It was due largely to the painstaking preliminary work of the Commission and its technical experts—scientists, economists, and statisticians—that this first Conference accomplished its work. Their reports—on agricultural production, nutrition and food management, forestry, fisheries, and statistics—and that of the reviewing panel which co-ordinated them and pointed out the principal problems to be considered were—and still are—of great value.

Solemn Promises and an Action Program

The FAO held its first plenary sessions in the beautiful ballroom of the Château Frontenac with the massed colors of the United

Nations on the stage. The delegates, one from each country, were seated at two long tables down the center of the room, backed by their alternates and advisers. Nearby sat the international secretariat, technical experts, both men and women, who spoke not as nationals but as impartial fact finders. Also present were representatives of the press, among them a reporter for the JOURNAL OF HOME ECONOMICS, who were given every facility for reporting the proceedings.

Through the formal signing of the Constitution the governments solemnly promised to "work separately and together to the end that want and fear of want shall be progressively abolished"; to "raise the level of nutrition and the standard of living of the people under their jurisdiction; to improve the efficiency of agricultural production and distribution . . . ; to report to one another through this organization on the measures taken and the progress achieved."

The work of the Conference itself was done through two commissions, one of which (A) outlined a policy and program and the other (B) set up financial and administrative procedures. The Hon. L. B. Pearson, Canadian ambassador to the United States, was elected chairman and filled the post with skill.

Commission A, which is of especial interest to home economists, had six committees: nutrition and food management, agriculture (which had six subcommittees), forestry and forest products, fisheries, marketing, and statistics. Each of these committees recommended concrete programs for FAO. They pointed out what information it should collect and distribute; what advice, studies, and recommendations for action it should make to other international agencies and governments. Each report emphasized the fact that every nation can immediately improve its production, nutrition, and rural welfare substantially by more energetic application of existing knowledge.

The reports also pointed out the interdependence of production and consumption and of industry and agriculture, and FAO's role in studying their problems as a whole rather than in isolation. Home economists will want to study those recommendations carefully as soon as reports are available.

Dr. Viljoen of South Africa, chairman of Commission A, said in submitting his report for adoption, "It is heartening to find a remarkable degree of agreement recorded in all the committee discussions and over a wide range of topics. The United Nations have found a platform on which they can work together toward an economy of abundance."

Scottish Prophet, Home Economists

The success of FAO seems assured by the selection of Sir John Orr, "that brave, persistent Scottish prophet, that pioneer of nutrition, that indefatigable researcher, member of Parliament for the Universities of his native land," as its first director-general.

The organization functions through an annual conference of delegates of the member nations and through an executive committee of fifteen, chosen for their special qualifications and not as representatives of governments. Chairman of this committee is Professor André Mayer of France, with Dr. Howard Tolley of the USA as vice-chairman.

Of special interest to home economists is the fact that *practically all of the women who participated in the work of the Conference were home economists.* Hazel K. Stiebeling, chief of the BHNHE, was one of two women of the U. S. delegation. The other was Anna Lord Strauss, able president of the League of Women Voters. Dr. Woot-tseen Wu, nutritionist, was the only woman on the Chinese delegation; and Laura Pepper, Canadian home economist, the only woman on the Canadian delegation.

All the women members of the international secretariat were home economists: Margaret Reid, Faith Williams, Faith Clark, and Elizabeth Fautz of the USA and Margaret McCready and Anna Spears of Canada. Two well-known Canadian home economists, Laura Beatty and Katherine Middleton, also served with the press.

It is no coincidence that most of the women

who participated in this first Conference of FAO—as in the Hot Springs Conference and the Interim Commission which preceded it—were home economists. FAO's field of work is part of that in which we have always worked; its program gives further emphasis to our own.

FAO, Champion of the Consumer

FAO will speak for the consumers of the world. We home economists have always spoken in the consumer interest. FAO boldly declares that the interests of producers and consumers are identical. We of the AHEA have long pointed out their common interest. In FAO we have a powerful ally pushing on a *world* front for conditions which will raise the standards of living in homes everywhere.

But FAO can work no miracles. *It has no authority to impose action. It is a fact-finding and advisory agency.* Its success depends upon the use governments make of it.

As home economists we have a special responsibility to help make FAO strong—first by securing the active participation of our own country in the program.

As Sir John Orr says, "In this atomic age there are only two alternatives—to co-operate for the benefit of all, or to disagree and face destruction." FAO offers a sound basis for world co-operation.

What Is "Socialized" Medicine?

There are two possible ways in which the government can undertake to spread the costs of medical care. One is through providing medical care free to the recipient, financing it through general taxation, as education now is. The other way is through a system of health insurance, financed largely through contributions by potential beneficiaries and their employers.

Under the first approach the practitioners would probably be for the most part salaried officials employed by the government agency providing the medical services. Such a system is usually termed "state medicine" or "socialized medicine." However, these terms are . . . sometimes used to cover not only public sanitation, public health services, and medical services provided by government for specific groups. . . .

It is essential that the distinction between state medicine and health insurance be kept in mind. State medicine implies medical services provided by physicians employed by the government; health insurance implies a system whereby medical service is provided by private, competitive practitioners who are reimbursed from a special insurance fund for the services they render.

In other words, *state medicine is not only a system for spreading the cost of medical care but also a system of medical practice;* in contrast, *health insurance is a system for spreading the cost of medical care and does not replace the competitive private practice of medicine.* Only Russia has a national system of state medicine; more than 30 countries have a national system of compulsory health insurance.

Every state but one already is operating a system of compulsory health insurance . . . workmen's compensation. I am sure that no one would think of abandoning it. In spite of recognized deficiencies, workmen's compensation has provided more adequate medical care for victims of work accidents and diseases and more adequate compensation for the physicians and hospitals called upon to treat them. . . . Health insurance is merely more inclusive than workmen's compensation.—A. J. ALTMEYER, Chairman, Social Security Board, at the Conference of Officers of State Medical Societies in Chicago, December 2, 1945.

Effect of the War on Food Habits in Hawaii

KATHERINE BAZORE GRUELLE

Mrs. Gruelle is assistant professor of home economics at the University of Hawaii—and also newsgatherer for the Journal of Home Economics. She is co-author of a recently revised bulletin, "Fruits of Hawaii," and author of the book "Hawaiian and Pacific Foods." Pre-Hawaiian experience for her included teaching at the Ohio State University, University of Illinois, and the Carnegie Institute of Technology.

PREWAR Hawaii depended upon imports for 70 per cent of her food supply. According to figures prepared by agricultural economists of the USDA Extension Service, Hawaii produced only 28 per cent of the dairy products, 41 per cent of the meat, 30 per cent of the fish, and 40 per cent of the eggs consumed. Residents raised only 46 per cent of the vegetables and 34 per cent of the fruits used in their diet.

Before Pearl Harbor

Rice is the only food grain which is grown to any extent, and it is localized on one island, Kauai. It is the most important food in the diet of many residents, the per capita consumption figures being about 230 pounds as compared with about 5.5 pounds for mainland United States. Yet Hawaii produced only 1 per cent of her rice.

Because of this situation and the possibility of the war's reducing shipping space, during the summer and fall of 1941 residents were urged to lay in a two weeks' supply of canned goods and staples. This was not only to provide an emergency supply but to make available more space in commercial storage houses for reserve supplies. Families were also urged to produce more fruits and vegetables in home gardens and to can fruits.

Before the war Chinese, Japanese, Korean, and Filipino residents of Hawaii used large quantities of imported foods and seasonings. Several months before the Pearl Harbor attack shipping between Hawaii and the Orient was curtailed so that imported foods became increasingly more expensive and finally unobtainable in local stores. Many families had a large reserve supply, but eventually their stocks were exhausted.

During the war there was no food rationing in the Hawaiian Islands, but dealers attempted to control distribution by limiting the quantity sold to each customer.

Imported Foods Disappear

A great variety of imported canned and dried fish and sea food, canned fruits and vegetables, dried seaweeds, mushrooms, bean products, and condiments were used by all the families of oriental ancestry. Canned products, such as litchi fruit; vegetables like bamboo shoots, water chestnuts, salted cabbage, and pickled vegetables; meat, fish, and sauces disappeared from dealers' shelves.

Long rice, a product resembling vermicella but made from starch of the mung bean, soon disappeared from the markets. Other bean products, such as dried and preserved soybean curd, sauces from fermented soybeans, and bean curd, could no longer be obtained. A glutinous type known to the Japanese as *mochi* rice and flour made from it were used traditionally by all the oriental groups for dumplings, fritters, cakes, and puddings served for special holidays. This rice, imported from the Orient, was grown in limited quantities on the island of Kauai, and it became practically unobtainable.

Preserved and salted duck eggs (*pidan* and *hamdan*) with their gray or black coatings were much used by the Chinese because they

were usually cheaper than local fresh eggs or imported mainland eggs.

Local Substitutes

Some of these products were manufactured in Hawaii but were generally considered inferior to the products imported from the Orient.

Both the Chinese and Japanese types of *soya* or *shoyu* (soy sauce) were manufactured in Hawaii. Salted mustard cabbage root used for seasoning by the Chinese was prepared commercially on a small scale. Dried shrimp, so much used for seasoning soups, stews, and vegetables, had been imported from the mainland as well as the Orient; hence it was available part of the time. The small dried fish (*iriko*) and shaved *bonito* commonly used by the Japanese for seasoning soups, sauces, and vegetable dishes were unobtainable, and dried shrimp proved the best substitute. Smoked Chinese sausage was formerly imported from China and Canada, as well as from mainland United States.

Home Experiments

Many homemakers experimented with substitutes at home. They preserved chicken and duck eggs in brine for a month or so and found the products resulting were as good as the ones from China. They salted their own mustard cabbage and tried their hand at salting the root for seasoning soups and other dishes.

Most Japanese families, as before the war, continued to preserve different varieties of cabbage and long eggplant in mixtures of salt and rice bran or in *miso*, a fermented soybean and rice product. The giant radish, *daikon*, was seldom preserved at home; but as fewer products were available in the stores, the women did more preserving of it and of all kinds of vegetables at home. Some even learned to make and can sauerkraut although it was not very popular.

Brined Plums, Seaweed, Sprouts. . .

Japanese families missed the small imported red plums preserved in brine commonly eaten with rice for breakfast and buried in the center of a rice ball for lunch. Since plums do not thrive in Hawaii, canned plums or cherries which could be soaked in brine at home were substituted. In the latter years of the war, apricots preserved in brine were shipped in from Denver, but they were expensive.

From firms catering to Japanese tastes came a fancy seaweed preparation packed in oil. *Wakame*, one of the types of dried seaweeds used for seasoning soups and other dishes, and later on *kombu* could occasionally be found in the markets. These seaweeds were not so well cleaned or processed as those formerly obtained from Japan.

A few women gathered and dried their own seaweed. In general, soup stock prepared from dried shrimp, fish, or meat had to be substituted for the seaweed stock, which is a base for so many of the Japanese dishes.

Families were urged to sprout their own mung or soybeans by simple home methods when they disappeared from the markets. To take the place of imported crackseed (sweet-sour, salted dried fruit), a favorite confection of all school children regardless of racial background, some women succeeded in making a similar product of dried prunes.

Changing Food Habits

Because imports of California citrus and other fruits were irregular and because of the campaign to use local fruit carried on by nutritionists and home economists, many oriental women canned guava juice and made jelly and marmalade for the first time in their lives. Others learned to can their own guavas, mangoes, bamboo shoots, and other vegetable products. Some of the more ambitious ones canned fish, meat, and chicken.

The food habits of these people began to change. As fishing boats were tied up or taken over for patrol duty, fresh fish was scarce and expensive. A black market developed in which fresh fish sold for $1.25 up to $2.50 a pound. As a result, more canned fish and shellfish were used.

Pilchards (sardines) packed for use in England were shipped to Hawaii six weeks after the Pearl Harbor attack. They were the cheapest and most plentiful of the canned products. Orientals ate them with rice, Hawaiians with *poi*, and other nationality groups substituted them in various ways for fresh or dried fish. Fish, seafood, and fresh seaweeds when available were very high. Most of the time people had to substitute canned squid, salmon, and pilchards for their fresh fish and for salted salmon and butterfish.

Because of the shortage of fresh fish and the higher incomes, oriental families demanded more meat. Prejudiced against frozen meat, they preferred island pork and beef and used more than in prewar days.

Luaus, the Hawaiian feasts held in honor of birthdays, weddings, and special events, were curtailed when the meat co-ordinator ruled that monetary contributions could no longer be made by the guests to help pay for the barbecued pig, which was the pièce de résistance. Permits from the office of food production were necessary to purchase whole pigs for these luaus.

Taro and *poi* made from taro root, the staple of the Hawaiian diet, were often unobtainable. Citizens of all nationality groups waited outside poi factories for their bag of poi, which had more than doubled in price since prewar days. Hawaiians ate more bread and rice because of the shortage of poi.

Salad oil had to be substituted for the less highly refined peanut and sesame oils imported from the Orient for frying and seasoning.

Black tea gradually took the place of the more delicate green and oolong teas imported from Japan and China.

More families adopted *haole*, or American style, meals because the foods involved were easier to obtain. Before the war almost all of the younger generation of every nationality group had accepted the traditional American breakfast, but the older people had clung to their own foods of rice and tea with a pickled or cooked vegetable and perhaps an egg or piece of fish.

Fortunately, *miso* and *tofu* (soybean curd) were manufactured in Hawaii; so the Japanese could start the day with their miso soup. These soybean products were important proteins in the Japanese diet when meat and fish were scarce.

Sandwiches, Fruit, Dairy Products. . .

At noon, sandwiches gradually replaced the Japanese rice ball or rice and vegetable combinations called *sushi*, stuffed in cones made of *aburage* (fried soybean cakes). More fruit appeared in the lunch box, on the breakfast table, and at the everyday meals of oriental families. Because desserts are seldom served, fruit was usually served only in elaborate meals on holidays or eaten between meals. Thus the total quantity of fruit used by these people was small, as compared with American standards for a good diet.

Plain gelatin desserts made from vegetable gelatin imported from Japan and China were also popular for parties. The Japanese made a confection of bean paste and vegetable gelatin called *yokan*. By experimenting, Japanese women have found that they can make similar products from animal gelatin, and today there is a greater demand for it than formerly.

Since more bread was used in the meals, there was a greater demand for butter and mayonnaise. Just as the use of brown rice in oriental countries was a mark of poverty or low class, the use of margarine was frowned upon by many families. In fact, in a few school cafeterias children refused to eat bread and sandwiches which they thought were spread wih margarine. But the increased use of butter and other fats meant an improvement in the diet since dairy products had not been widely used and the quantity of fat in the oriental diet had been low.

Children of all nationality groups have learned to drink milk at school, and the consumption per family has gradually increased over a period of years. But with the increased population due to war activities and the demands of servicemen the fresh milk supply

was insufficient, and many families could not purchase all the fresh milk they wished.

Effects of Nutrition Education

Families in general and especially homemakers became more nutrition conscious than ever before. Educational programs and demonstrations encouraged the use of island fruit, such as guava, papaya, pineapple, and mango; the selection of more deep green leafy or yellow vegetables instead of the white or pale green vegetables so widely used by oriental and Filipino families; the use of whole grain or partially polished rice and other cereals and whole wheat bread; and the use of more dried peas, beans, and other meat substitutes. Other demonstrations showed the proper cooking of vegetables, the making of guava juice, jelly, and other guava products, the canning of island-grown foods, the preparation of one-dish meals and of nutritious packed lunches.

Red Cross nutrition and canteen classes stressed wise food selection as well as methods of preparation to preserve valuable nutrients. In the Food for Freedom campaign and in programs of the Agricultural Extension Service, workers advocated greater production of fruit, vegetables, eggs, and poultry by each family, more food preservation, less waste, and better diets.

Hundreds of women attend the Health for Victory classes conducted by the home service department of the Hawaiian Electric Company and demonstrations of food preparation at the Honolulu Gas Company. Adult education classes on food and nutrition in the Department of Public Instruction and the YWCA often included men as well as women.

Many different groups of adults and school children were reached through the educational work of the territorial nutrition committee and the executive secretary who visited each of the islands.

Six years ago the Board of Health realized that the mothers needed education and appointed a nutritionist to prepare educational material and give talks and food preparation demonstrations to various groups. The Tuberculosis Association also recently employed a nutritionist for each of the major islands.

Radio broadcasts and newspaper articles dealing with island foods and nutrition problems were prepared by members of the University of Hawaii home economics department. A Tuberculosis Association staff member translated them into the Ilocano dialect for publication and broadcasting to the Filipino residents. Some articles were also translated into Japanese and appeared in a Japanese language daily after it resumed publication.

Regular radio broadcasts dealing with the problems of wartime homemakers in Hawaii were given from December 1941 to August 1945 by a volunteer group of home economists from the University of Hawaii, the Agricultural Extension Service, public utilities home service departments, the Board of Health, the Red Cross, and the Territorial Nutrition Committee. For 18 months daily newspaper articles were also contributed.

For the Free Kindergarten Association Mothers' meetings, these same home economists gave demonstrations for two years to groups of Chinese, Japanese, and Filipino women, many of whom could not understand English.

Because of the lack of dried mushrooms, canned bamboo shoots, and other foods of low food value, women of oriental ancestry have come to use more green vegetables. Many families now have home gardens and are producing and preserving more of their own foods. They also have grown accustomed to a greater use of island-grown fruits and vegetables rather than use of imported ones and in this way have improved their diets and helped to improve their health.

Tastes have become more cosmopolitan, and all nationality groups have learned from each other as a result of the war. There were shortages of some products at times, but the people of Hawaii never suffered from lack of essential food. The value of lessons learned in wartime far outweighs any inconveniences or temporary food shortages.

The Diet at a Hostel in India

KATHERINE HOFFMAN and CLEONE BROOKINS WARNER

Miss Hoffman was born and reared in Korea but came to the USA for her higher education, which included postgraduate work at Drexel Institute. She taught at the Agricultural Institute, Allahabad, India, from 1940 to 1944, is now teaching at Drexel. Mrs. Warner was a dietitian at St. Luke's Hospital, New York, until she left for India in 1940 to marry Mr. Warner. She and her husband are now studying at Cornell University.

WOMEN students at the Agricultural Institute at Allahabad, India, receive practical training in nutrition through planning their hostel menus and purchasing the food as well as through overseeing the preparation of food.

Wartime Problems

Providing an adequate diet with the funds available was increasingly difficult during the war. In September 1944, each of the 15 students and the two resident teachers were paying Rs. 14-0-0 a month, or about $4.20, to cover food, fuel, and the salary of one servant.

Food costs had increased three to four times since 1940, making prices often equal to, or greater than, those of American markets. Wheat flour, the staple food in the United Provinces, was about 6 cents a pound, rice 10½ cents a pound, milk 10 cents a quart, and goat meat (with a large proportion of bone) 16 cents a pound. Sugar, both the brown "gur" and the white, was 7 cents per pound; and vegetable shortening, when available, about 30 cents a pound. Vegetables and fruit were often beyond reach, except when locally raised products such as guavas and mangoes appeared briefly on the market.

Choice became more and more limited so that the menus showed little variation, the main aim of those in charge being to provide enough food, even if it was not quite adequate nutritionally. As September comes between the rains and the winter season, few vegetables were then available from the girls' own gardens. But neighbors occasionally sent over fruit such as pomelo and sweet limes, and food prepared in the food laboratories supplemented the diet. Figures in table 1 indicate the food eaten by each person on September 4, a typical day, differing little from the six other days included in this study.

TABLE 1

Food consumed by each student at the Women's Hostel, Agricultural Institute, September 4, 1944

FOOD	WEIGHT
	ounces
Whole wheat flour	9.5
Vegetable fat and oil	0.5
Rice, raw milled	2.0
Sugar, white granulated	1.4
Sugar unrefined (jaggary)	0.48
Milk	1.9
Red gram	2.0
Bengal gram	0.5
Black gram	0.5
Pumpkin	5.2
Ladies' fingers (okra)	3.6
Onions, dried	0.48
Dried mango	0.07
Karonda	0.3
Spices	0.2
turmeric, black pepper, chillies, cumin, coriander, garlic, fenugreek	

Four meals a day were furnished, and the quantities of food indicated in table 1 were distributed according to the following menus: *early morning tea:* whole wheat unleavened bread (*chapati*) with vegetable shortening, tea with milk and sugar; *breakfast*, at 11:30:

boiled rice, red gram (*arhar ki dal*), pumpkin (*bhujia*), whole wheat chapati; *tea:* whole wheat chapati with molasses, tea with milk and sugar; *supper:* mixed pulses, ladies' fingers (okra), whole wheat chapati.

Figures on weight losses or gains of the students are not available, but girls who are very thin at the time of arrival tend to gain slightly or remain stationary and the few overweight ones to lose. The average Indian girl nearing twenty is much slighter than the average American girl, and weights of 85 and 90 pounds are common.

Two or three of the students at the time of this study had considerable swelling of the feet and legs, possibly as a result of a dietary disorder. The diet was studied, therefore, to determine its nutritive value.

Nutritive Value of the Diet

Edible portions of food were weighed twice a day when supplies were given out from the storeroom. Vegetables were weighed after they had been prepared for cooking, and the students saved fruit skins and bones from meat for weighing. Spices were also carefully weighed as they represent a significant part of the Indian diet.

Gram scales were used almost exclusively, and when wheat flour was weighed on bazaar scales, weights were converted into grams only after the iron units of measure had been weighed on the gram scales.

Figures used in calculation were almost exclusively those of a bulletin[1] published by the Nutrition Research Laboratories at Coonoor, South India. Figures for spare ribs and beef heart were taken from American publications. A few substitutions were made in the figures, such as that for oranges for the sweet limes used on September 11 and that for black gram for the *bari* used on September 7, there being no figures available for the limes and bari. The value of dried mango used with pulses was estimated from figures for fresh mango. No figures were available for 141 grams of karonda used as chutney on September 4 although it doubtless contributed some vitamin A and ascorbic acid. Tables available had no figures on riboflavin and niacin content of Indian foods. Saturday, September 9, was omitted from the study, as many students were absent. Leftovers were negligible, at most only a few chapati.

Table 2 presents data for the 7 days. Figures used as standards for requirements are

TABLE 2

Food consumed by each student at the Women's Hostel, Agricultural Institute, during a 7-day period in September 1944

DATE	PROTEIN	FAT	CARBO-HYDRATE	CA	P	FE	VITAMIN A	THIAMINE	ASCORBIC ACID	CALORIES
	grams	*grams*	*grams*	*grams*	*grams*	*milligrams*	IU	IU	*milligrams*	
Sept. 4	62.0	24.6	363.9	0.503	1.34	32.91	1537	1012	24.2	1926
5	65.3	36.2	326.0	0.393	1.28	27.23	1422	840	7.8	1891
6	60.4	30.6	326.9	0.409	1.28	30.91	617	648	13.6	1825
7	54.1	31.3	301.9	0.407	1.15	25.44	428	501	10.9	1705
8	63.1	31.3	348.5	0.422	1.34	29.18	1100	1006	12.9	1928
10	79.7	51.3	477.0	0.554	1.78	41.11	924	874	29.5	2689
11	58.1	29.9	316.7	0.548	1.24	30.04	933	494	81.6	1779
Average.....	63.2	33.6	351.5	0.462	1.34	30.97	994	767	25.8	1963
Requirement.....	55	45–60		0.68	1+	20	3000	300	30–50	2100

[1] The Nutritive Value of Indian Foods and the, Planning of Satisfactory Diets. Third edition. Health Bulletin No. 23. New Delhi, India: The Manager, Government of India Press, 1941.

those suggested for Indian women by the laboratories at Coonoor. Although they give the caloric requirement as about 2100 for the moderately active woman, they indicate that this may be somewhat high for the average Indian woman, except during pregnancy and lactation. The comparatively large number of calories for Sunday, September 10, came chiefly from the fried rice and extra wheat flour of the noon meal. Total protein consumption was not too low according to the standard indicated; but little was of animal origin, meat having been on the menu only twice during the week and milk having been used only in small quantities in tea. Eggs, because of their cost, were seldom used. As in most low-cost diets, fat was low and carbohydrate consumption high. Fat in Indian diets is directly related to economic level; as this level rises, the clarified butter (*ghee*) is used more. The price, however, of this fat of animal origin made it prohibitive for the hostel at the time of this study.

Of the minerals, calcium was most inadequate, as cost of milk, double that of 1941, prevented its use except for tea. Milk used was of good quality and undiluted, however, as it came from the college dairy. Occasionally, milk curds were bought from a nearby village and used in cooking. Certain green leafy vegetables such as amaranth, fenugreek, and drumstick leaves are rich in total calcium and are the least expensive of vegetables; but these were not often used as most of the girls did not like them.

The phosphorus and iron content of the diet seem to have been more than adequate, although it is not known just how much was in utilizable form. Much came from the large amount of whole wheat flour used. The high thiamine content of the diet may also be attributed to the whole wheat and to the legumes (split pulses) used. Pulses are also fairly good sources of calcium but more expensive than wheat.

The figure for vitamin A was low; but there was doubtless considerable storage of this vitamin from periods when mangoes, high in vitamin A, were plentiful. Planting of papaya, a yellow fruit rich in vitamin A, around the hostel should also help to insure an adequate supply in spite of the low consumption of milk.

The low figure for ascorbic acid was more serious, since that vitamin is not stored. Tomatoes and guavas are plentiful in season. Green chillies, considered a rich source, were used occasionally as appetizers. Intake of ascorbic acid would undoubtedly have been still lower had it not been for gifts from neighbors.

Figures are not available on the riboflavin content of Indian foods. The riboflavin, however, may have been low because of the low consumption of milk, eggs, and green vegetables, although the pulses undoubtedly contributed some. These pulses and the whole wheat bread eaten at every meal probably furnished considerable niacin.

Vitamin D was certainly not a problem because of the abundance of sunshine in India.

When conditions return to normal, more of the foods important for an adequate diet may once more be included in hostel menus.

Orchids to Twenty-five

By January 1, 25 home economics associations had exceeded their own *final* membership total of last year: Alabama, Arizona, Florida, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Minnesota, Mississippi, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Oklahoma, Tennessee, Texas, Washington, Wisconsin, Wyoming.

Fourteen had more than their own total of January 1, 1945 but not yet as much as their *final* 1944–45 figure. And 14 were even short of their own January 1945 total.

In Short . . .

Educating the Food Handler

BRETA L. GRIEM

Milwaukee County Chapter
American Red Cross

An article on the course in sanitation developed by the United States Public Health Service for food handlers inspired members of the nutrition department of the Milwaukee County chapter of the American Red Cross to conduct such a course in Milwaukee.

Ralph F. Weber, business manager of our chapter, and I, as the nutrition chairman, were assigned the job of investigating possibilities for an institute for owners and managers of eating places to be followed by classes in sanitation, personal hygiene, and accident prevention for workers. We presented a tentative program to the Milwaukee Health Department, the nutrition department of the Milwaukee county institutions, to other local health officers, and to Dr. Carl Neupert and his staff of the State Health Department.

Everyone approached was interested.

Sponsors and Their Duties

The institute was held September 19, 1945, and was followed by classes of two sessions each the following week, the first of a long series of such classes. The joint sponsors of the program were the Milwaukee Vocational School, the Milwaukee Health Department, and the Milwaukee County chapter of the American Red Cross.

The school furnished the auditorium for the institute, the classrooms for the food handlers' sessions, and motion picture and slide projectors with operators when needed, and handled the registration and assignment of all enrollees for classes.

The Health Department provided the instructor and the lecture material and displays for the first lecture of the course on sanitation and good housekeeping and issued the certificates at the completion of the food handlers' course.

The Red Cross chapter handled promotion and publicity for both the institute and the courses, the planning and execution of the program for the institute, and the lecturers for the second session—one on personal hygiene and the other on accident prevention.

To Reach 25,000 Food Handlers

About 25,000 persons are associated with some phase of food handling in the county. To reach this large group quickly, Red Cross workers made a personal call on each of these groups to ask their co-operation: Fourth and Fifth District Parent-Teacher Associations, hotel associations, Medical Society of Milwaukee County, Milwaukee City Council of Parent-Teacher Associations, Milwaukee County Pharmacists Association, Milwaukee Dietetic Association, Milwaukee Retail Grocers Association, Wisconsin Bakers Association, Inc., Wisconsin Pharmaceutical Association, Wisconsin Restaurant Association, Wisconsin State Association of Retail Meat Dealers, and Wisconsin Tavern Keepers Association.

We sent 9,000 letters to key people whose names were supplied by these co-operating agencies. The Milwaukee Health Department sanitary officers distributed 5,000 handbills to restaurants, food stores, drugstores, and taverns. The newspapers also co-operated. One of the leading dailies printed an interesting editorial on the need for such training in Milwaukee and lauded the undertaking.

The Managers Institute

The institute consisted of an afternoon and evening session each of which opened with a talk by the nutrition chairman of the county Red Cross chapter. At the afternoon session, Alberta M. Macfarlane, educational director of the National Restaurant Association, discussed the importance of sanitation to the

food handler; and a motion picture supplied by the Health Department of Flint, Michigan, was shown.

Then followed a panel discussion with the following participants: the city health commissioner, the chief of the food and sanitation division of the Milwaukee Health Department, the president of the Fourth and Fifth District Parent-Teacher Association, the president of the Milwaukee Dietetic Association, the training supervisor of a chain of stores, and the sales representative of a large brewing company.

Dr. William L. Mallman of the department of bacteriology and public health of Michigan State College spoke on "Our Health Is in Your Hands." The evening panel was made up of the secretary of the Wisconsin Congress of Parents and Teachers Associations, the superintendent of the Columbia Hospital, the executive secretary of the Wisconsin Bakers Association, plus three of those on the afternoon panel—the sales representative, the training supervisor, and Miss Macfarlane.

At both sessions Dr. William Rasche, director of the Milwaukee Vocational School, announced the food handlers' classes which were to follow the institute.

Food Handlers' Classes

The food handlers' classes have the same sponsors as the institute. Business organizations throughout the area have sent to us a steady stream of requests to send the workers in their food handling departments to the classes.

The first class takes up sanitation—good housekeeping, dish washing, vermin and rodent control; the second class, accident prevention and personal hygiene. The course is built at the elementary level and utilizes a great deal of visual material.

About 700 persons have already taken the food handlers' classes. Upon completing the two sessions, each "student" receives a Milwaukee Health Department certificate through the manager or owner of the food establishment, to whom these awards are delivered. A close followup of those who have attended only one session, to encourage them to complete the course, is a part of the plan.

Some of the business houses in Milwaukee pay time and a half to employees who attend these classes. Requests have come to us from various parts of the USA for details as to how the program is operated. The three sponsors will continue to offer this course as long as there is a demand for it. Our goal is 100 per cent participation of food handlers in this community and, through this educational program, improvement in the sanitary conditions of local food establishments.

On the Alert with TCRA

SELMA JACOBSON

Service Co-ordinator, TCRA Forum
Mayfair School, Chicago

Textile home economists in the Chicago area keep on their toes through the activities of TCRA (Textiles-Clothing-Related Arts) Forum. Businesswomen, teachers, and homemakers concerned with the various phases of textiles, clothing, and related art find this organization a vital instrument for keeping them up to date on the rapidly changing textile picture.

It was organized three and one-half years ago with thirty-five members, as a result of a call for textile consultants to give voluntary service to consumer information groups. Those who responded welcomed the opportunity to meet with others who were vitally interested in textiles.

A constitution was adopted, and membership was extended to textile-trained people with a college degree or advanced training and experience. Dues were set at one dollar, a small sum which has proved adequate for meeting expenses.

Today's membership of 140 is clear indication that the organization has met a real need. Members include home economists from Chicago's many textile laboratories and business organizations, homemakers with an abiding interest in textiles, and teachers of clothing

and related art from the city and outlying school systems. The combination of interests represented in the Forum gives sparkle and vigor to the monthly discussions.

The program committee tries to present a balanced fare, leaving no phase of textiles untouched. Speakers are selected both from within the group and from among other authorities in the field. Recent programs have included tours—to see an exhibit of Spanish textiles at the Chicago Art Institute and to visit a textile laboratory—and talks on Drax (a water-repellent finish), textile and clothing work in the Chicago public schools, designing as a vocation, textile economics, historic textiles, and vocational opportunities for textile home economists.

The executive council of officers, which also meets once a month, determines organization policies. Chairmen of the council have been selected from among the different professional groups represented in TCRA Forum. The first chairman was a businesswoman, the second a teacher, the third a teacher consultant, and now a homemaker occupies the chair.

Having begun as a service agency, the organization is alert to opportunities for keeping others as well as members informed on current developments in the textile and clothing field. TCRA Forum continues to grow.

Field Experience

CLARA TUCKER

Louisiana State University

Our curriculum for training home economists for work in household equipment companies and in utilities was planned co-operatively by the home economics staff of Louisiana State University and representatives from the Louisiana Power and Light Company and the New Orleans Power and Light Company. The curriculum provides for a general survey of the subject matter and training in household equipment.

The field experience includes nine and one-half weeks with one of the companies under the direction of one of the University staff. For this period the student lives in New Orleans or in one of the communities agreed upon. She receives eight semester hours of credit and no compensation, unless she is asked to travel away from the community to which she is assigned; then she is paid for her expenses.

We are now trying out a plan for an additional period of service—as an assistant to one of the business home economists—preceding the nine and one-half weeks of apprentice work, and if it proves sufficiently helpful we may require this experience also.

The final evaluation of the student's work will be developed co-operatively with the commercial administrators and home economists and a committee from the University home economics staff.

Food Service

MARGARET M. MORRIS

Production and Marketing Administration
U. S. Department of Agriculture

Developing the educational opportunities of the school lunchroom was the subject of one of the outstanding section meetings at the Food Service Directors Conference last November 9 and 10 in Hartford, Connecticut. A panel of classroom teachers and school lunch managers, led by Mrs. Mary de Garmo Bryan, presented various aspects of the problem.

The annual banquet and luncheon were festive affairs with good food and good talks. Annette Snapper, who had just returned from Europe, convinced us that we must help feed Europeans this winter. Helen Mitchell in her usual sprightly manner persuaded us to watch our diets if we would grow old gracefully. W. L. Maxson, president of Maxson Food Systems, gave us a review of developments in the way of frozen meals and what we can expect of them in the future.

All in all, two days well spent!

It's a Good Idea! . . .

What device or project have you found successful in teaching? Write us about it so that we can pass it on to others through this department. Don't be bashful about reporting it! If it was effective with your class it will probably be equally effective with other groups, though it might have to be modified to meet somewhat different needs.—THE EDITOR.

Court Session

Teacher: GERTRUDE KIRSCH, Enterprise, Oregon

During the family relationships unit we held a "court session" on teen-age problems. Each girl wrote out one such problem. I read this problem to the "court," then one girl presented the case for the defendant and another that for the plaintiff. The case was then turned over to a "jury," who talked it over, formulated a verdict, and made recommendations to the judge. The judge finally "pronounced sentence."

Safety Education

Teacher: HILDA ROODHOUSE, Pana (Illinois) Township High School

The subject of home safety was introduced by the chapter on the kitchen in our textbook, which explained briefly how to store knives, why one should use potholders and wipe spilled foods and liquids from the floor at once, and how to light a stove correctly.

Each student in the foods and homemaking classes then checked his or her home with the University of Illinois Home Safety check sheet, listed family practices which needed improvement, and charted the danger zones.

A University of Illinois movie, "Safety in the Home," helped to sharpen the students' awareness of dangerous practices as did also reading materials. Some of these materials were sent us free by the National Safety Council, 20 North Wacker Drive, Chicago.

Most of the students then carried out some home safety project. Caryl painted the bottom step of the basement stairs white, made a hand rail, and installed a light. Dorothy cleaned up the barn—made a rack for the garden tools, built a bin for cobs and one for coal, and swept up all nails, glass, and broken equipment which cluttered the floor. Nancy cleaned the family medicine chest, discarded old medicine, relabeled some bottles, put thumbtacks into corks of poison bottles, then added all equipment recommended for the home medicine cabinet by the Red Cross First Aid Book.

Gene replaced insecure back steps with cement ones he himself made. Veta made a cement well platform. Aldona tackled the attic, aiding the scrap drive while eliminating fire and accident hazards.

Don's chimney project was carried out with the advice of a brick mason. When Don's brother, who helped with the project, fell off the roof (with no serious results) we had another problem: how to work safely on a safety project!

Class reports of progress increased the safety consciousness of other class members. With the safety work went much consumer education: on use and care of household equipment, arrangement of home furnishings, prevention of waste, safe use of tools, salvage.

EDITOR'S NOTE. Two new publications of the National Safety Council are free to home economics teachers: "Mr. and Mrs.," on planning for efficient homemaking, and "When You Build or Remodel." Then there's "Safer Home Living," written for the teacher and outlining a safety program.

Dressing Tables

Teacher: ALICE HOYLAND, Tularosa (New Mexico) High School.

After our classes had learned to make dressing tables from orange crates, the homemaking club put on a clean rest room campaign. Dressing tables were made for each of the girls'

rest rooms in the school. Results: improved appearance of the rest rooms and *marked and immediate increase in respect for school property!*

Hattie Homemaker

Teacher: ILO NEFF COFFING, Fulton (Indiana) High School

An alert home economics student found that a Logansport milliner was giving away some hat model dummies and brought us one, which the sophomores christened Hattie Homemaker.

She emerged a glamorous lady after an appointment with the freshman class—who were studying good grooming—ready to demonstrate hairlines, necklines, and the like. Each week one of Hattie's sage comments (obtained in "interviews" with homemaking girls!) is written on the blackboard.

And Fulton girls not taking home economics are making her acquaintance.

Brands and Labels

Teacher: JOYCE LIVAK, Newport (Vermont) High School

Instead of carrying a lot of canned foods to school, I had each girl go to two grocery stores and list all the brands of four different kinds of vegetables available, indicating which ones had grade labels. For two of the vegetables, each girl was to pick out what she considered the best and the poorest label and compare them. Lastly she was to note can sizes.

The project also makes a good consumer-retailer co-operative project.

Hummel Prints

Teacher: VIRGINIA VAN SLYKE, Nyssa, Oregon

Hummel prints mounted on scraps of plywood and shellacked make attractive pictures for any room.

Grants Pass teachers have a local garageman repaint old tin trays black when he is painting a car. The homemaking class then puts decals on the trays.

Take a Look!

Reported by ALBA M. ANDERSON, Supervisor of Homemaking Education, Michigan

A four-page publication, "Evaluation and Progress," has been used with Michigan teachers for two years and is now being revised co-operatively.

Under the heading "Take a Look" are listed these seven points: At students enrolled in homemaking, at the curriculum, at your teaching practices, at the homemaking department, at home-school relationships, at groups served, at yourself. Under each of the seven headings is a blank space in which teachers *and students* report progress in that area.

That publication has stimulated co-operative evaluation of work being done, has resulted in more careful planning and better teaching techniques and in realization that material results are of value only as they indicate student growth. Improved community relations have also resulted.

Summer Budget

Teacher: HAZEL FREEMAN, Emmett, Idaho

Most of our girls find it hard to carry traditional home projects during the summer because they are in demand for thinning apples, blocking beets, and sorting and packing fruit for the market.

We capitalized on this situation by encouraging them to budget their earnings and keep a record of income and expenditures. Early in the spring the class worked out a budget plan and a simplified record form for expenses. Each girl carrying this summer project later worked out her own budget.

Before school closed I gave each a two-page mimeographed combination of pep talk and résumé of our budgeting materials. In it I urged her to call on me for help at any time in the summer if she struck a snag and asked for a progress report in mid-August either by letter or in a visit to me at the school house.

Most of the girls found the project more a diversion than work. They enjoyed "telling their money what to do rather than asking it where it went." One by-product has been more careful selection of clothing bought with earnings. Parents reported that the project increased appreciation of the value of money.

Letters from Our Readers...

Released Time

It was somewhat disturbing to note in the education abstracts of the November JOURNAL the emphatic presentation of only one side of the controversial issue of religious education and the schools.

Some JOURNAL readers may not know of the very successful experiments with "released time" which have promoted to a most significant degree religious tolerance among Protestants, Jews, and Catholics and which have improved the cultural relationships of a whole community.

Some home economists also may not be familiar with the Harvard Report of 1945, "General Education in a Free Society," which presents authoritatively the value of religious education. There are many evidences of fruitful efforts to solve the problems arising from religious differences through developing a framework of unity through diversity rather than unity through uniformity. Such efforts help to improve home and community life, goals of every home economist—and of the JOURNAL OF HOME ECONOMICS.

I am sorry to see the JOURNAL, which is usually so careful in its choice of editorial and advertising material, seem to go out of its way to overstate the case against these movements which are beginning to approach the problem of the need for religious instruction in general education. — FLORENCE M. GLEITZ, *York (Pennsylvania) City Schools.*

EDITOR'S NOTE: Thanks to Dr. Gleitz for directing our readers' attention to these successful experiments in religious education! The Harvard Report to which she refers really should be on the required reading list of everyone in the field of home economics education.

We hope that Dr. Gleitz felt better about the JOURNAL'S "one-sided emphasis" after she read Miss Inman's review of *Getting Acquainted with Jewish Neighbors* in the January issue (page 44) and of *Build Together Americans* in this issue, page 111.

From Miss Ravenhill at 87

The November number of the JOURNAL contains much material that I feel would be of great value to a young married friend I have known all her life—a fully trained nurse, to whom I keenly desire to send a copy.

I cannot send mine because it goes with unfailing regularity to our University Library to which when I sent all my books some years ago went also a complete set of all the Association's JOURNALS since their publication, and I do not want to break this now valuable sequence, especially as the University's young home economics course is only two years old! So will you mail a copy to her, for which I shall send the price in stamps.

I must not close without congratulations to the Association upon its ever-developing and efficient expansions. I only regret I can no longer take any personal share in them, although I am always very busy trying to serve my fellows and justifying my existence at nearly 87.—ALICE RAVENHILL, 857 McClure Street, Victoria, B. C., Canada.

EDITOR'S NOTE: Miss Ravenhill was a speaker at the third Lake Placid Conference and at the sixth (in 1904) was voted an honorary member of the group for her work with this Conference and also in England.

She has worked many years to help improve living conditions for Canadian Indians and is now sharing in the work of Canadians who are urging that selected young women be chosen from the tribes and specially trained as demonstrators and home visitors to improve Indian homemaking practices and child care. This group is also urging that suitable tribal men be trained in medicine and surgery and women as nurses to staff native hospitals.

Comment . . .

Domestic Issue No. 1

Housing is the year's Number 1 domestic issue. With an estimated 4,000,000 families to be seeking homes this year, it is not surprising that the Wagner-Ellender-Taft housing bill (S1592) is arousing nation-wide interest.

Nor is it surprising that the AHEA, which last summer named housing as one of the three areas for major activity this year, should be actively concerned with that bill. Members of the AHEA's legislative committee and officers of the AHEA's housing division last November studied the bill and then endorsed it, while making some suggestions for modifications, and thus gave headquarters staff the directive needed for effective action.

We Ask and Get a Hearing

The staff accordingly asked to be given a time at the hearings on the bill to present the attitude of the nation's organized home economists. Convictions and recommendations of members of AHEA's committee on legislation and of officers of its housing division were synthesized into statements read in both Senate and House hearings.

These statements, of course, have weight—especially since the AHEA has long since established a reputation "on the Hill" as a responsible and sincere spokesman for the *public* interest as contrasted with the small *special* interest groups. But Senators and Congressmen, quite naturally, are still more impressed by letters from their constituents. After all, these men and women are sent to the Congress to represent them.

One United Housing Agency, Research

Therefore, AHEA's legislative committee urges: Write your Congressman for the bill, read it, then write him what you hope he'll do about the bill. Briefly it provides for:

A unified national housing agency to bring together under one head the 16 loosely connected (and sometimes competing) federal agencies concerned with housing in prewar years. The Federal Home Loan Bank Board, the Federal Housing Administration, and the United States Housing Authority would be among the 16 under one policy-making head.

A five-year research program to help private enterprise do as much of the total housing job as possible. Studies of building materials and production methods, of home design and construction, of zoning laws, of safety and livability in housing, of ways to reduce cost of building and operating, and of local community analyses of their housing markets—these would be made in part by the agency's personnel, in part in co-operation with other government agencies—federal, state, or local—in part by "local public bodies" on a matching funds basis.

Homes for Middle Income Families

A plan for small home ownership with FHA insurance. Where the principal loan would be not more than $5,000, the down payment required would be 5 per cent instead of the present 10 or 20 per cent, and the amortization period would be 32 years instead of the current 20 or 25, with a maximum interest rate of 4 per cent instead of 5. These changes would bring the monthly charge for home ownership down to what the family with an income of $1,200 to $2,500 might afford to pay.

A builder for this lower-middle income group could obtain "firm commitments" up to 85 per cent of the cost of the house so that he could undertake construction in volume before finding owner-occupants and thus achieve savings and better planning.

FHA insurance of private financing for mutual home ownership or rental projects to get still more homes for middle income families. Nonprofit corporations, public educational institutions, limited dividend companies regulated by state law could get FHA insurance of private loans for 95 per cent of the value of large

scale rental projects (instead of 80 per cent as now) and for a 40-year period (instead of the present 26- to 31-year period) for such loans on rental housing. Maximum interest rate on these loans would be 3½ per cent.

Protection of the family's equity when adversity delays payments on the mortgage. In such cases the mortgage could be extended at one year intervals up to a maximum of three years. HOLC experience and that of the more "progressive" lending institutions have shown that such a provision increases likelihood of full recovery of loans made.

A builder's warranty to replace the present meaningless "inspection" by the FHA. The builder with a government-protected mortgage would be responsible for all structural defects which developed within a one-year period after completion—long enough for both summer and winter testing.

The lapsed payment and the builder's warranty provisions, to protect the home *owner*, are new in federal housing legislation. Heretofore, the *lender* only has had federal protection!

A "yield insurance" system, still further to encourage building for families of moderate income. It would insure for the insurance company or savings bank or similar financial institution which would build large scale housing projects for middle income families an annual yield of 2¾ per cent on its investment.

A plan for helping cities wipe out slum and blighted areas, through loans to be repaid with interest within 45 years. This plan involves the acquisition and preparation of the land and the write-down of its cost to its re-use value but not the building program which might follow.

Expansion of the low rent public housing program, started before the war by the USHA, to help reduce rents on housing undertaken by local housing authorities.

A rural housing program, administered by the Department of Agriculture and the National Housing Agency, to help low income families in rural areas get decent housing.

The bill maps out a comprehensive, thoroughgoing program—one which deserves the support of the nation.

We Speak Their Language

It's partly our own fault that the general public is hazy about what home economics is. One easy way to carry on the educational work needed is to circulate copies of the JOURNAL to the uninformed.

Are you a teacher? And is one member of your school board a hardware dealer? Send him your January issue, marking Mr. Baragar's report which indicates what women will buy first in equipment. Is he planning to build? Route to him the December number, marking Mr. Bohnen's article on the basic house, or the September one with Mr. Carskadon's discussion of buying a house—and paying for it.

Is the wife of an influential board member irate about the "percale" which she made into a dress for her Susan? Mark the report in the January issue on the effects of the war on textiles, underlining the sentence in the preface about minimum specifications for staple textiles, and tell her that the AHEA has been working, partly through membership in the American Standards Association, to prevent unhappy experiences like hers. Mark also the section that reports what happened to percales in the war.

Send to the Rotary president, who owns a restaurant, the January issue with Sally Jarrard's article on reducing food costs.

If you're a business home economist route to the desk of some member of the firm the next issue that has in it an article on some phase of a subject he's interested in. The September number, which outlines our program of work, is ideal for showing almost anyone the breadth of our field.

The JOURNAL will indicate to all these persons that we home economists can "speak their language"—that our field is not limited to cooking and sewing skills, important though they are.

From the Editor's Basket . . .

If you are buying marquisette for window curtains, you'd better allow 2 to 2½ inches for shrinkage for each yard of high-count, all-cotton fabric or 5 to 6½ inches per yard if it's a fine, all-rayon material you're getting. For serviceability in an all-cotton material get a high count fabric (50 x 25) made from single yarns with relatively tight twist; in a rayon fabric, a 25 x 40 count, from continuous filament yarn of considerable twist.

These are conclusions drawn from research carried on by Bess Viemont Morrison and Viola C. Jelinek of the BHNHE. You can get a full report of the study (originally published in the *American Dyestuff Reporter*) by writing to the Division of Textiles and Clothing, BHNHE, U. S. Department of Agriculture, Washington 25, D. C., for "The Serviceability of Curtain Marquisettes."

Are you drawing plans for a new home economics building? Then do write to Sarah E. Cragwall, head of the department of home economics, Winthrop College, Rock Hill, South Carolina, for the floor plans and description of the college home economics and nursery school building, completed in 1939. Price, 10 cents.

So many home economists have written for the plans of this five-floor building that Miss Cragwall has prepared a mimeographed publication about it, with a photograph of the hall on the cover. The building has many unique features which might well be incorporated into home economics buildings elsewhere.

"Let's Play House Planning: Fun with a Purpose" is the title of a 17 x 22 inch sheet of room and fixture cut-outs. Rules of the "game" are to cut out rooms the size you want, pin them in place on a cardboard, then score your house plan by an accompanying sheet. It's an excellent device for teaching house planning for practically any age group.

The idea came originally from a book by the late Dan Scoates, "The Game of Planning a House," and such sheets are being used by extension home agents in several states. Keith Hinchcliff, now in the Illinois Extension Service, did the one for Alabama workers. Write your own extension service to see if one is obtainable through that agency.

"Planning for Electricity in the Home" is No. G4.0 in the series of circulars being issued by the Small Homes Council, Mumford House, University of Illinois, Urbana. Matters taken up include the wiring system—how to make it safe, economical, adequate, and convenient; principles of good lighting; how to read a standard wiring plan.

Public housing projects for low-income families are sound social *and economic* investments. Far from being an expense to the taxpayer, *they bring reduced taxes*. And, of course, they result in happier homes and better and healthier citizens.

These were the inevitable conclusions of a two-year study conducted in Newark, New Jersey, in which rehoused families were compared with control groups in wards. The study was made by Jay Rumney, professor of sociology, University of Newark, and Sara Shuman, research associate of the Housing Authority of Newark. Anyone wanting verbal ammunition for a vigorous slum clearance campaign will find it in this 95-page booklet.

Order "A Study of the Social Effects of Public Housing in Newark, N. J." from the Housing Authority of the City of Newark, 57 Sussex Avenue, Newark 4, New Jersey. Free.

How about some zupa grzybowa for dinner some night soon? The recipe for this Polish mushroom soup is given in the new edition of "Eating Around the World," published by the N. Y. State Dietetic Association.

It tells interestingly what foods different national and cultural groups eat, *how* those foods are used, gives typical menus for three days, several pages of recipes for typical dishes, and a short bibliography. But best of all, it tersely summarizes for each group "good points of diet" and then "points to be corrected in dietary"—invaluable guides to anyone carrying on nutrition education with the groups included.

Cookery taken up: Jewish, Hungarian, Italian, Polish, Swedish, Syrian, Mexican. Order from Ruth E. Welton, Department of Health, County of Suffolk, Riverhead, New York. Price, 50 cents.

"Tables of Food Composition in Terms of 11 Nutrients," a 30-page publication prepared by the

food composition staff of the BHNHE and the committee on food composition of the National Research Council, is now available for the asking from the Office of Information, U. S. Department of Agriculture, Washington 25, D. C.

"Reducing Made Easy for Teen-Agers: A Classroom Project in Good Nutrition" is a 12-page teacher's bulletin which you can get free from Good Housekeeping Institute, 57th Street at 8th Avenue, New York 19, N. Y. Enclosed is a progress chart on which the "Tubby Teen" can record her pound loss.

"Tags and Labels as Guides to Service Qualities in Clothing" by W. E. Coughlin is another useful GHI teacher's bulletin, which you may not have seen. Both were issued last fall.

"How to Make Your School Lunch Program Succeed" might well be the subtitle of the 179-page "Report of the Second Southern Regional Workshop in School Lunch Supervision," which you can get for $1 by writing to the University of Georgia Press, Athens, Georgia.

The workshop was held last summer at the University of Georgia and financed in part by the General Education Board. The 36 participants represented 12 states; staff and visiting consultants totaled 23 persons. The four major concerns of the session were the school lunch as an integral part of the total school program, in-service training for lunchroom personnel and workers, floor plans and equipment, and improving the quality of meals served in school lunchrooms.

About 300 nutritionists are employed by state, county, and city departments of public health and by voluntary health agencies such as visiting nurse and tuberculosis associations—exclusive of the Red Cross. A supervisor in a state health department usually gets about $2700 but may receive $3800; a consultant gets $2400 to $3000 a year; staff workers, who operate under supervision, usually get $1800 to $2400.

Red Cross chapter nutritionists get $1800 to $3600, depending on the size of the community. Administrative positions pay from $2700 to $4200.

Thus reports the Fall 1945 issue of *Women's Work and Education* in its leading article, "Some Job Opportunities for the Home Economist," written by Congresswoman Chase Going Woodhouse and Hilda Cloud. The same collaborators also reported on "The Home Economist in Public Service" in the summer 1945 issue of this News-Letter of the Institute of Women's Professional Relations and will report in the next issue on "Opportunities for the Home Economics Woman in Business."

Mrs. Woodhouse, by the way, was once chief of the family economics division of the Bureau of Home Economics.

If you don't know this informative publication, you may want to send for one of these numbers (25 cents each) for your vocational guidance shelf. The two articles are part of a pamphlet published this month by the Institute and sold for about 50 cents.

Order from Director, Institute of Women's Professional Relations, Connecticut College, New London, Conn.

Interesting and thought provoking is "Doorways to Religion in Family Living," a 32-page booklet drafted by a committee of The Woman's Foundation, Inc., 10 East 40th Street, New York 16, New York. It is addressed especially to the mother of young children, whose experience "has tended to create a 'so what?' attitude toward life, toward religion, toward church-going . . . yet she wants the 'best' for her family."

The committee on religion in the home, which prepared the booklet, included Jewish, Roman Catholic, and Protestant members, two of them psychologists. The member best known to most home economists, perhaps, is Dr. Regina Westcott Wieman. Included in the publication are several pages of short prayers from these three faiths and an annotated book list.

"Improved Family Living Through Improved Housing" is a 28-page report of another committee of the Foundation on which Mrs. Dora Lewis worked. A useful addition to your housing file. Free.

Washing, drying, ironing, laundry planning, and buying of washables are the five subjects taken up in "Modern Home Laundering of Today's Washables," a reference handbook published by the Home Economics Institute, Westinghouse Electric Corporation, Mansfield, Ohio. It's the new, revised edition of a manual known to a good many teachers.

Association Business . . .

Elementary and Secondary Schools Department

No doubt many of you are now working with the chairman of the elementary and secondary schools department of your state association on the program of work which your state has set up. You will remember that the national program of work, outlined in the September JOURNAL, suggests what individual teachers as well as committees may carry out.

Consumer Education

Consumer education has been a part of the program of work of this department for several years. This year the Consumer Speaks project is being emphasized. These materials, which you can get from the consumer interests chairman of your association, will give you a chance to participate in a nationwide program which will help all of us as consumers. They also make a good way to present consumer problems to adults.

Again this year we will furnish materials for the April issue of the *Consumer Education Service.* Are you reading this excellent publication of the AHEA and using its suggestions? You can not only use the publication but also contribute to it. Articles describing good experiences in consumer education should be sent this month to Helen Cawley, State College Station, Fargo, North Dakota, committee chairman. Last spring's issue set a high standard for us to meet this year. It reported fully the projects of 40 teachers.

Elementary School Program, Adult Education

Have you had some interesting projects in the elementary grades in one or more phases of family life education? If you have, Thelma Tincher, city supervisor of the public schools in Lincoln, Nebraska, is in charge of circulating such materials. One of the big problems facing home economists today undoubtedly is helping beginning homemakers with their problems.

Lela O'Toole, Box 3007, State Capitol Building, Oklahoma City, is chairman of the committee which is trying to discover some of these problems and to collect suggestions as to how to meet them. Miss O'Toole wants suggestions from you and will make them available to teachers.

Recruiting Capable Girls

Like all other professions, home economics needs well-trained personnel. One of the items on the program of work for this year is to inform capable and interested high school girls of the possibilities for careers in home economics. Some of the ways in which you can do this are:

1. Make books and bulletins available to girls in your school so that the girls may learn of the possibilities and training required.
2. Make these books and bulletins available to your guidance directors.
3. Give girls an opportunity to hear good speakers on the various careers in home economics.
4. Use the AHEA bulletin *Home Economics Teaching as a Career.*
5. Tell girls about your own training and your own satisfactions from your job.

Mrs. Helen Hopper, Claremont, Virginia, chairman of the committee on recruiting and guidance, will be glad to get ideas from you as to ways in which you have worked effectively with your high school girls in this area.

Interpreting Home Economics

A fifth phase of the program of work for this year is to interpret more effectively to administrators and lay people the kinds of home economics programs that are being carried on by hundreds of good teachers each day. Isabella McQuesten, 200 State Building, Phoenix, Arizona, is national chairman of the committee working toward this goal. Doubtless you have such a group in your state. It is in your own local situation that you can make the most progress, however. Do let the people of your community know the fine home economics program you have—through articles in your local newspaper, exhibits, talks which you give to groups, skits your class members may give, and invitations to interested people to visit your department. Giving people marked copies of our JOURNAL also informs them about our field.

If writing is your hobby and you have a good idea for telling about some phase or all of your homemaking program, ask Miss McQuesten if she can use that idea.—EDNA KRAFT, *Chairman.*

Social Welfare and Public Health Department

The program of work of the department was presented in the September 1944 issue of the JOURNAL OF HOME ECONOMICS. Thus you have had sufficient time to study it in detail and to know the plans we have in mind.

In the final analysis, state and local groups are responsible for carrying out this program. Thus far, 39 state and local associations have indicated their decision to participate in the activities of the national department, in addition to their own special program of work.

National Conference of Social Work

Over a period of years this department has been the AHEA's representative to the National Conference of Social Work. No meeting of that organization was held last year; and although our program committee had tentative plans for such a meeting, those plans were geared to wartime needs. Now that peace has come, our planning must take an entirely different slant.

Laura Piedalue, home economist, Catholic Charities, 477 Madison Avenue, New York, N. Y., is serving as the department's chairman of the National Conference of Social Work Program Planning Committee. Serving with her are the following: *Helen Stacey*, nutritionist, Children's Bureau, U. S. Department of Labor, Washington, D. C.; *Blanche E. Lenning*, home economics consultant, Illinois Public Aid Commission, Chicago, Ill., *Mildred Neff*, nutritionist, State Department of Health, Louisville, Ky.; *Margaret Fotheringham*, Erie County Department of Welfare, Buffalo, N. Y.; and *Mrs. Luise Addiss*, 45 Gramercy Park, New York, N. Y., recently resigned from the Community Service Society of New York City.

The National Conference of Social Work's annual meeting will be held in Buffalo, New York, May 19 to 25, 1946. Our department's program is not complete, but we hope to have two or more joint sessions and at least one meeting of our own group, in addition to our business meeting.

Headquarters for AHEA representatives will be the Lafayette Hotel. Make reservations at once. Write to Mr. A. J. Morgan, Convention and Tourist Bureau, 602 Genesee Building, Buffalo, asking to be housed at the Lafayette Hotel. If possible ask for a double room, for the heavy preregistration has resulted in a scarcity of rooms.

Department Projects, Activities

No home economist in the social welfare or public health field can afford to be without the department's "Table of Contents of Scrapbooks and Bibliography for Workers in Health and Welfare Agencies." Order your copy (35 cents) immediately from the AHEA.

The training of home economists in the field of social welfare and public health determines whether they have a place in welfare and public health organizations. Marjorie Heseltine has represented this department, as well as the AHEA, on the American Public Health Association's education committee. With the backing of the AHEA and the ADA she has labored diligently and helped set up the educational qualifications of nutritionists in health agencies. The recommendations of her committee were reported in the January 1946 JOURNAL.

A similar piece of work is being undertaken by Cornelia Dunphy and her committee for home economists in welfare agencies.

The status of home economists and nutritionists in welfare and public health fields can be improved if each member keeps her Association advised of her whereabouts. It is essential that you and your work become known. Each state social welfare and public health chairman should have a directory which she can pass on to Frederica Beinert, director of nutrition service, American Red Cross, 529 South Wabash Avenue, Chicago, Ill., who is compiling the national registry of home economists and nutritionists in welfare and public health fields. We have not included the Extension Service workers in this group nationally because they have a department of their own, but in many *state* associations this department is the only one which serves such groups. Consequently, it is well to urge your state officers to follow the AHEA pattern and have a representative of each department on the executive committee. The national chairman of the department then has a channel for communicating with the state association.

The home economist in the social welfare field has a rare opportunity for service. The membership of this department largely determines whether she gets this opportunity.—MARIETTA EICHELBERGER, *Chairman*.

Textiles and Clothing Division

The activities of our division have evolved largely from the program of work and have been carried out by committees working with state chairmen and by the college teachers.

The college teachers in the central region met in Chicago November 23 to 26 to consider problems of the field. Most of the time was devoted to the study of the need for and means of evaluating results of our teaching.

Ralph Tyler of the University of Chicago led the discussion groups, ably assisted by four consultants: Hazel Hatcher, Michigan State College; Hester Chadderdon, Iowa State College; Mrs. Hazel Huston Price, Ohio State University; and Ethel Parker, University of Kentucky.

Plans were made for small regional groups who together could set up instruments for evaluating certain phases of the work. Credit for the success of the meeting was due to Beulah Coon and the planning committee: Elizabeth Tarpley (chairman), Mary Whitlock, Elizabeth Roseberry, and Mary Guthrie. The planning committee for the next year is composed of these four and the newly elected member, Ethel Gorham. The chairman of the division serves as an ex officio member.

A seven-point program was worked out and sent to state chairmen this fall at their request. Practically all chairmen who reported said they would help carry out the Consumer Speaks project and would help carry out a spot survey of low-cost clothing should one be launched. Low-cost garments made from material set aside by WPB are beginning to come on the market.

Information Service, Conservation Work . . .

Some chairmen are transmitting timely textile information to busy women—teachers, clothing workers, and homemakers—through state news letters, talks, and newspaper articles. Some committees are preparing circulating exhibits of fabrics containing the new fibers, with information about their characteristics and what may be expected of them in performance. Others have made lists of new books on textiles and clothing to keep up to date.

Clothing conservation work is being continued in some states, through demonstrations, traveling exhibits, or illustrations for lectures.

We could also do a bit of morale building by explaining, especially to ex-service personnel, why men's suits, shirts, and the like, are not available—that it takes time, a whole season to produce the raw materials, process it, and make it into a fabric and then into garments, and finally to distribute it to the consumer. We must all be patient and continue to buy only what is necessary if we would curb inflation and hasten the normal flow of goods.

A few chairmen have compiled lists of names and addresses of agencies to whom clothing may be sent for relief abroad, while others have helped collect the clothing.

Georgia, Virginia, North Carolina Projects

Georgia has been making an interesting study of clothing practices and self-expressed clothing training needs of certain homemakers in that state, and findings are being analyzed in the light of such variables as age, amount of schooling, home economics training, number of children in the family, number of years married, occupation of family head, family income group, home ownership, and number of servants. This analysis will aid those planning educational programs not only for adults but also for their children.

The Virginia chairman reported several interesting projects: gathering information on postwar plans of the textile and clothing manufacturers for use by all AHEA members; finding what Virginians want in informative labeling of yard goods and ready-to-wear clothing and presenting their desires to manufacturers; and making available to home economists the findings of a study of a merchants retail association with laundrymen, cleaners, dyers, and consumers as to who is responsible for garments which clean, dye, or launder unsatisfactorily.

North Carolina's chairman reported a request from Chester Bowles of OPA to help familiarize consumers with the new ceiling price tag scheduled to appear by January on garments made under the WPB low-cost apparel program. The shopper can identify these garments by their dollar and cents ceiling price tag, which must be left on by the retailer. We can all participate in this program not only by getting consumers to look for the tag but also to recognize the garment as a good buy, for some buyers report that consumers will not look at garments in the lower price brackets.—HAZEL RENNOE, *Chairman*.

New Books . . .

Youth, Marriage, and Parenthood. By LEMO D. ROCKWOOD and MARY E. N. FORD. New York: John Wiley & Sons, Inc., 1945, 298 pp., $3.

This book is based on a study of attitudes towards marriage, in which the authors gathered data by means of a questionnaire answered anonymously by 364 juniors and seniors at Cornell University. The group included 190 men and 174 women—232 of whom were enrolled in a marriage course.

The purpose of the study was to determine student attitudes toward courtship, marriage, and parenthood and to examine differences according to sex, religion, courtship status, college experience, home background, and other factors.

Findings are summarized in chapters dealing with sex education and attitudes toward premarital behavior, marriage, parenthood, separation, and divorce. Findings are also compared with those of many other studies, thereby increasing the value of the book.

The book is well organized and a real contribution to knowledge in this field. It should be valuable to counselors, teachers of marriage courses, and university students.—MRS. VERA BRANDON, *Oregon State College.*

Understanding Ourselves. By HELEN SHACTER. Bloomington, Illinois: McKnight & McKnight, 1945, 124 pp., $0.60.

The purpose of this book is to help the individual understand people better and gain insight into the reasons why people behave as they do—or, as the author puts it, "to help you become more proficient in happy living and more successful in social living."

It is written for high school students and should be useful in classes concerned with personal and social relations. It combines practical psychology and common sense in the study of human nature. The basic physical and social needs of the individual are discussed in the first half of the book; different ways in which people solve problems and the results obtained by each method, in the second half. The author tells the reader how he can analyze his own behavior and then improve his own habits. The real-life situations presented in each chapter help the student to understand the characteristic discussed. The pictures are clear and of the type which appeals to the teen age boy and girl, as I discovered through having some high school classes and some other home economics teachers read parts of it.

Some of the pictures, however, do not seem to illustrate the problem discussed in the chapter; many show poor standards in posture and dress.

More books of this price range are needed so that high schools could afford to replace books more often and keep constantly in touch with new developments in social and scientific thinking.—ALMA BENTLEY, *Winthrop College.*

Build Together Americans. By RACHEL DAVIS DUBOIS. New York: Hinds, Hayden & Eldredge, Inc., 1945, 270 pp., $2.

This book should be both interesting and of value to high school and college teachers, counselors, administrators, and community leaders. Home economists who are participating in the AHEA's 1945–46 program of work on intercultural relations should be sure to read it.

The effect of prejudice on personality, changing attitudes through use of the principles of social psychology, evaluating one's own attitudes, the high school approach to intercultural problems, intercultural education programs for the community—these are presented with many concrete suggestions and case illustrations. Assembly programs, class discussions, exhibits, and "planned experiences" are described.

Dr. DuBois fairly shocks the reader into coming to grips with today's acute problems of cultural differences. "Cultural democracy" is needed, she points out, rather than conformance to a single American pattern achieved by way of the "melting pot."

She urges us to begin at once wherever we are to help build a richer national culture as sound foundation for harmonious international relationships. From personal contacts with individuals of the group we want to understand, will grow appreciations rather than prejudices.

Dr. DuBois has had extensive experience in helping young people, teachers, and communities to develop programs in this field. Her sincerity and earnestness inspire others to want to experiment in ways similar to those she describes.—MARY FRANCES INMAN, *California Department of Education.*

Abstracts . . .

CONSUMER PROBLEMS

Contributed by Day Monroe of the University of Washington

Why these abstracts are timely: Home economists would welcome an index of the American standard of living, a device for measuring our country's progress toward better living levels—the end toward which our profession strives. They'll be as much interested in Mr. Lebow's analysis of the difficulties in the way of progress as in his measuring device. Recent developments in marketing, some in line with, others contrary to, consumers' interests, will be watched with concern.

How about constructing an index of the American standard of living? V. LEBOW. *Printers' Ink* **213,** No. 1 (Oct. 5, 1945), pp. 21–22+.

An index of the American standard of living should be added to other government indexes measuring changes in socioeconomic factors in national well-being, such as production, employment, and prices paid by consumers. The purpose of such an index would be: to indicate the extent of the domestic market for products of our own agriculture and industry; to measure progress toward achievement of the American standard of living by all our people; to dramatize the need for international co-operation in raising living levels the world over.

The standard—the "100 mark" toward which we would move—would be the consumption level of a family with a $3,900 income, a level keyed to national production of $170 billion yearly, our potential domestic market, given production at demonstrated possible levels. Our *consumption now would register about* 40 *on this scale.*

The margin of 60 would be lessened as we produced more and better goods, at steadily falling costs. But dynamic forces leading toward higher living levels conflict with "inertia," the desire of some to continue customary ways.

Six such conflicts are:

(1) *Rising living standards vs. statistics of average income* (which, misunderstood, breeds complacency). A prewar commonplace was: "*All* American women wear silk hose." But statistics of the Consumer Purchases Study showed how many low-income women are below this "average." These "averages" give a false idea of levels of well-being and potential domestic markets.

(2) *Achieving mass production vs. restricted demand.* In 1936 the Federal Reserve Board index of industrial production stood at 103; now it is 230. Using this demonstrated capacity for mass production calls for "full" employment, increased incomes, and expanded demand.

(3) *Pricing for volume vs. limited supply.* Too many prewar prices were based on monopolies or near-monopolies, policies of limited production with high profit per unit, and nonprice competition (as rivalry in advertising). Pricing for volume would make more things available to more consumers.

(4) *Lowered mark-ups vs. high profits.* Lowered mark-ups generally accompany increased stock-turn, reflecting growing purchasing power, expanded production, prices related to income levels. Greater volume of sales with lowered mark-ups can bring business prosperity more surely than high per unit profits on a small sales volume.

(5) *Expanding foreign trade vs. Señora Astorbilt.* Too much of our prewar export trade catered to the small, exclusive market of the foreign "Astorbilts." Expanded trade will accompany rising living standards abroad.

(6) *Planning for prosperity vs. high-cost distribution.* "Planning we shall have; regulation we must have" by both government and private enterprise. Government's role may well be control of monopolies, arrangements for credits abroad to stimulate foreign trade, devising an "economically literate" tariff—policies and programs based on carefully drawn plans for prosperity and involving action beyond that possible for the individual business. Private enterprise should work with government to squeeze out high distribution costs. When private enter-

prise won't play its role government must take more responsibility.

Small appliance industry grabs fair trade banner. *Advertising Age* **16,** No. 47 (Nov. 19, 1945), pp. 1–2.

Makers of small electric appliances—irons, toasters, coffee makers, etc.—will set resale maintenance prices on their wares in the 45 states (all but Missouri, Texas, Vermont, and the District of Columbia) whose legislation permits this practice. General Electric's announcement of this price-setting policy doubtless led to a similar decision by others. This is the first widespread use of resale price maintenance in any important merchandising field except drugs.

Abstracter's note: *Resale price maintenance laws, euphemistically called "fair trade laws," are called "unfair to consumers laws" by many economists. Selling one price to be used by all retailers prevents the efficient store with low selling costs from passing these savings on to consumers. Thurman Arnold, in enforcing federal antitrust laws, cited examples of firms using resale price maintenance for horizontal price fixing by firms not wanting to compete on prices.*

Sales of chain grocery and combination and variety stores by regions, 1944, R. L. OSBORNE. *Survey Current Bus.* **25,** No. 10 (Oct. 1945), pp. 15–19.

Dollar sales increased more rapidly for grocery chains than for independents in 1940 and 1941, 20 per cent as compared with 12 per cent. But during 1942 the situation was reversed, the increases being 22 and 30 per cent, respectively; in 1943, a 4 per cent drop for chains and a 17 per cent rise for independents; in 1944, gains for both—8 and 10 per cent respectively. Among reasons for the smaller gains of chains are: gas rationing helped stores offering deliveries; independents more than chains made scarce foods available to "regular" customers.

Variety chains (among them the 5 and 10 cent stores) did not lag far behind department stores in 1939–42, the increases in dollar sales being 37 and 41 per cent, respectively. But from '42 through '44, the department stores' sales rose 25 per cent, compared with only 11 per cent for the variety chains. The latter suffered from the shortage of low-cost merchandise and some of their major lines as candy and hardware. Sales of "luxury" goods in the higher price lines helped swell the dollar gains of department stores.

New mergers, new motives *Bus. Week* No. 845 (Nov. 10, 1945), pp. 68 ff.

Merger curb expected. *Bus. Week* No. 848 (Dec. 1, 1945), p. 7.

Our country's first period of mergers was at the century's turn, when improved transportation made the separate states one market, thus encouraging business expansion. Monopoly profits rewarded such combinations as U. S. Steel and United Shoe Machinery Company. In the second period, the twenties, some mergers were on a sound business basis, others speculative. Amalgamations were engineered by "financial wizards" who made large profits from the new stock issues. Holding companies acquired businesses, sometimes building "utility-investor traps" of the Insull type.

Now in the third period ('45 saw more mergers than any year since the '20's), the scramble for postwar markets motivates many mergers. A manufacturer without a strong marketing organization acquires one ready-made by purchasing a company whose sales staff is already in the competitive melee. Need for diversification is another motive: an aviation corporation, whose war orders have dwindled, acquires two business concerns, one making radios and home appliances, the other farm machinery. Desire to eliminate competitors or reduce taxes draws some firms together.

Some mergers of the first period were vertical—up and down the chain of manufacturing and distribution, as U. S. Steel, controlling from ore to finished product. Few of the '45 mergers have been of this type. More have been horizontal, firms selling competing products. Others are "complementary," makers of allied but noncompeting products, as milk distributors and ice cream manufacturers. Chain mergers of noncompeting business units also are fairly numerous, one much discussed being R. H. Macy's acquisition of a San Francisco store.

The Clayton Anti-trust Act does not prevent such mergers. It can halt a company's acquisition of another's capital stock if monopoly seems likely but cannot halt acquisition of properties, according to court interpretation. The Kefauver bill, now before Congress, would abolish this distinction between stock and properties and would let the Federal Trade Commission stop mergers which would greatly lessen competition or restrain trade. Plans for a merger which would result in a sales volume of 50 per cent or more of the total for a

given industry would have to be approved by the Commission. Business is fighting this bill, but it seems to have some chance of passage.

Damper on seals. *Bus. Week* No. 845 (Nov. 10, 1945), pp. 94–96.

Two of the seals formerly granted by Good Housekeeping—"tested and approved," and "recommended"—were dropped during the war and will not be reinstated. The third seal, the "guaranteed as advertised," will continue. Decision to drop the two seals may have resulted from the action of the Federal Trade Commission which charged Good Housekeeping with "misleading and deceptive practices" in the use of its seals, since many of the products "had not been tested and approved by any scientific laboratory."

Parents' Magazine also announces it will not reinstate its "seal of commendation" but will keep its "guarantee."

Grade labelers go national. *Bus. Week* No. 845 (Nov. 10, 1945), pp. 86–88.

A new national sales agency, Certified Foods, is offering canned fruits and vegetables packed under the brand name "Your Certified" and graded A, B, or C by government graders under the USDA's continuous inspection service. Participating canners are members of the U. S. Inspected Foods Educational Service, which now includes 69 canneries. The can label will bear two shields bordered in a color indicative of the grade—blue for grade A, red for B, and green for C. One shield will show product name, brand, and grade. The other will be "informative," telling can size, measure and weight of contents, a description of the grade, and suggestions for suitable uses, etc. (Many home economists know this second shield, having been sent samples by Polly Gade of the Educational Service Staff.) Promoters of the project believe that homemakers will welcome government-graded products because of their quality guarantee.

Military surplus stores spurt. *Bus. Week* No. 837 (Sept. 15, 1945), pp. 83–84.

After World War I, "army and navy" stores spread rapidly and did a profitable business. At the peak of their prosperity only about half of the stock was from war surpluses, and this proportion dwindled to 10 per cent or less. Most of such stores differentiated between war surpluses and ordinary stocks, but others misrepresented their wares. In 1935 the Federal Trade Commission acted against a company selling paint marked with a blue and white "U. S." and a picture of a battleship but not meeting Navy specifications. A store in Washington, D. C., called "Army and Navy Trading Company," was forced to change its name to "A. and N. Trading Co." when its military inventory fell to a low level. But a dealer can advertise "Buy your army and navy goods here," instead of using the words in his store name.

Sales of surpluses from World War II will likely again lead to retailing problems. The FTC is on guard and recently acted against two stores selling raincoats as Army rejects "because of a slight color change" whereas they were seriously damaged—rust-stained and improperly cemented at seams. *The FTC cannot act, however, if interstate trade is not involved.* Ohio has passed a law prohibiting the use in a store name of such words as "army," "navy," and "GI."

Milk delivery—how often? *Bus. Week* No. 844 (Nov. 3, 1945), pp. 83–84.

The wartime regulation limiting milk delivery to every other day has been lifted. But many dairy companies do not want to go back to daily deliveries. The e-o-d delivery is more efficient and economical; one man can deliver 500 to 600 quarts, traveling 15 miles, while with daily deliveries 300 to 350 quarts are delivered on a 30-mile run, according to one company's statistics.

If the more costly daily delivery forces milk prices upward, the differential between price of door-delivered milk and that sold through retail stores will widen. The proportion of sales made through stores has risen steadily through the last 15 years, and distributors expect a greater price incentive to accelerate this trend.

Prewar investigations of milk prices made by TNEC and Congressional committees revealed that big dairies used political influence and other means to narrow the differential between store and door-delivery prices; that they held fluid milk prices relatively high, even though this meant lessened consumption, because milk surpluses, for which distributors paid a lower classified price, could be profitably used in ice cream, cheese, butter, and other manufactured products.

If store prices are not boosted along with every-day delivery prices, the distributors' system of safeguarding their fluid milk business and assuring profitable surpluses may suffer.

INSTITUTION ADMINISTRATION

Contributed by Blanche Tansil, Washington, D. C.

Table service, B. BOND. *Service* **10**, No. 3 (Oct. 1945), pp. 14–15.

A simple questionnaire is offered as a suggestion for checking the waitresses and waiters from Tuskegee Institute who are training as intern-employees. The rating covers appearance, cleanliness, attitude, poise, and efficiency.

This school believes that one of the most pressing issues in commercial food service is securing good employees and assisting them to maintain and increase their efficiency.

How economical operation cut plant cafeteria loss, M. A. SHERRITT. *Factory Mgt. & Maintenance* **103**, No. 10 (Oct. 1945), pp. 111-113.

The cafeteria of the Hendy Iron Works was losing $3,000 a month when it called on the industrial feeding division of the USDA to help analyze its mistakes. The specialist detailed to this plant examined every operation from food delivery platform to garbage disposal truck.

The changes that were to be tried out were explained to the customers by a committee of plant foremen, and the co-operation of all was enlisted. The number served per minute was increased from 5 to 12 or more by "pre-dishing" some foods and by offering a cheaper no-choice meal on one of the counters. Changing to "self-bussing" saved still more time and money by doing away with a dozen workers for cleaning tables. Four disposal booths equipped with casters were installed to receive customers' trays and soiled dishes.

Spot and cumulative information on operation costs were provided by a daily cost control system. Chart and check sheets were made to show distribution of daily expenditures and sales.

A system of handling customer and employee grievances was set up. The improvements resulted in good, nutritious food that workers could get speedily and inexpensively. Changes in management practices brought a balanced budget.

Inspection plan improves plant housekeeping, V. MCCABE. *Factory Mgt. & Maintenance* **103**, No. 11 (Nov. 1945), pp. 150–151.

The technique used by an industrial plant for attaining good housekeeping is fundamental and worth passing on to others.

Special housekeeping inspections were made by maintenance supervisory personnel. The entire plant was divided into zones. Supervisors were asked to spend one hour at a specific date and time for inspection of an assigned area outside their functional jurisdiction and to report on all violations of good housekeeping they observed. A list of bad housekeeping practices was given to each inspector to help him recognize violations that should be reported.

This way of making supervisory personnel "housekeeping conscious" has brought distinct improvement in plant housekeeping. Most of the supervisors of departments to be inspected see to it that their areas are in order before the inspection time. Complaints from the management as to poor housekeeping are now a rarity.

Predicts that pre-cooked frozen foods will revolutionize food business, L. W. COOK, JR. *Hotel Monthly* **53**, No. 631 (Oct. 1945), pp. 39–41.

The restaurateur of the future may not try to be both manufacturer and retailer. He may buy his food largely prepared and tend to become more exclusively a retailer. The added equipment needed to serve these newer frozen cooked foods will be colder storage units and faster heaters.

Some of the new heaters use an electrical heating element with a fan arrangement to circulate the hot air. Others use the principle of the new high-frequency wave induction heating. With the latter it is possible to raise the temperature of a one pound cooked steak from its holding point of 10 degrees below zero to a serving temperature of 140 degrees in about one minute.

With the new frozen cooked foods there will be no leftovers because preparation will be only on order. Last-minute arrangements for large crowds for banquets and dinners will be possible and will cause no confusion.

Setting for service, J. P. DICHMAN and W. D. RIDDLE. *Am. Restaurant Mag.* **29**, No. 11 (Nov. 1945), pp. 32–33.

The alert restaurant operator seeks ways to create a setting for service, attain an atmosphere that is restful and comfortable as well as distinctive, and achieve drama for dining. Through lighting he wants to make it easy for guests to read the menu, make the food appear more appetizing, and bring out the beauty of the tableware and furnishings.

Proper lighting can also improve the efficiency

of the staff. A combination of fluorescent and filament light, of new lighting tools and techniques can result in multiple benefits. It can create a new illusion of space, be a sales aid, and give comfortable over-all illumination.

They come and go, M. M. CAROTHERS. *What's New in Home Economics* **10**, No. 2 (Oct. 1945), pp. 105, 111–112.

One person in the centralized personnel department of the Detroit schools is delegated to staff and replace vacancies in a group of 1,100 lunchroom employees working in 130 units. The lunchroom department supplies the information on number, type, and qualifications of employees needed for each unit. The lunchroom manager makes known her employee needs.

Applicants for positions as managers, in all but elementary school cafeterias, must be graduates of a four-year college course with a major in institution management. Before being placed as regular managers they undergo apprentice training for a minimum of 20 weeks.

Cooks and other workers are recruited mainly through friends and relatives of employees, the pupils, and advertisements. Talking points in securing desirable workers are: short working hours, pleasant surroundings, suitable pay, with uniforms and a good luncheon furnished. Other special privileges include sick leave and a share in an employee-contribution retirement system.

Each worker-applicant is given an information sheet which answers the usual questions about the work. Then the interviewer explains the special job requirements and how to fill in the record blanks. Emphasis is placed on proper and happy induction. Managers report the quality of work of employees and make annual ratings. Promotion is made within the ranks. Skills are taught on the job through courses.

How to feed 300 workers in 10 minutes, J. M. LENTS. *Factory Mgt. & Maintenance* **103**, No. 12 (Dec. 1945), pp. 124–126.

This automobile factory changed from the lunch wagon service to cafeteria because of the recognition of the importance of a balanced diet and its relation to the morale of workers. With only a 20-minute lunch period it was necessary to set up a "tailor-made" food serving program. A flow chart was prepared to determine the most suitable type of facility to serve the 3500 workers with industrial-assembly-line smoothness.

The service counter was placed in the shop near the workers' locations to minimize time spent in walking back and forth to eat. Food was transported from the preparation center near by. Single-service eating utensils were provided, which eliminated a dishwashing unit.

Each of the four serving lines is offered the same types of food. Only 1½ minutes are needed for a worker to go down the line and pay the cashier; 300 workers are released every 10 minutes.

Good food is provided at reasonable prices, and employee relations have improved.

So we changed to cash salaries, E. L. SNOW. *Modern Hosp.* **65**, No. 4 (Oct. 1945), pp. 114–116.

Hospital workers do not always take into account the value of maintenance when they compare their salaries with those of people in other occupations. Consequently there is often much restlessness and discontent among employees.

The Cortland County Hospital, Cortland, New York, placed all its workers on a straight cash salary, setting $25 a month as the amount allowed for food and $10 a month for room rent.

Cafeteria service, with some choice of food, replaced waitress service. The only expense was trays and an improvised counter built by a carpenter. Two people now take care of serving the entire meal. A portable steam table, from which patients' meals are served, is wheeled out at mealtime. As a result the food cost dropped amazingly and employees were better satisfied.

Changing to cash salaries has brought a better understanding, eliminated many grievances.

Designed for aging. *Interiors* **105**, No. 4 (Nov. 1945), pp. 108–109.

The new type glassed-in compartments for meat processing are illustrated. Wholesale cuts of meat are placed horizontally on racks in the compartments and held at a temperature of 37° to 39° F. The meat is aged properly in seven days. After aging, the meat is placed in freezer units for holding until needed.

What are the facts on water-thinned paints? F. V. FAULHABER. *Bldgs. & Bldg. Mgt.* **43**, No. 11 (Nov. 1945), pp. 42–44.

The new water-thinned paints have met rigorous tests for hiding power, clearness, durability, ease of application, and tint retention. Initial cost is nominal, and a wide range of colors can be extended by proper blending.

NUTRITION

Contributed by E. Neige Todhunter of the University of Alabama

Findings on examinations of newborn infants and infants during the neo-natal period which appear to have a relationship to the diets of their mothers during pregnancy, H. C. STUART. *Fed. Proc.* **4**, No. 3 (Sept. 1945), pp. 271–281.

Birth weight and length of infants were found to be closely associated with the amount of protein in the mother's diet. There was a higher correlation between animal protein and length than between either total nonanimal protein or milk alone and length.

X-ray pictures at birth showed that the development of osseous centers in the hand, knee, and foot was retarded when the mother's diet was poor. Bony development was closely related to the protein content of the mother's diet.

In the group of mothers with excellent protein in the diet, 57 per cent of the infants showed advanced osseous development and 14 per cent were retarded. In the poor protein group none showed advanced osseous development, and 71 per cent were retarded. *There was less marked relationship between calcium in the mother's diet and osseous development than between protein and such development.*

Roentgenograms of the head at the time of birth showed that the amount of calcium in the teeth had a similar relationship to protein of the mother's diet as was found for osseous development. Data are presented showing that *premature birth and functional or structural immaturity at birth are related to faulty maternal nutrition.*

The retention of calcium and phosphorus by the rat from whole meal bread, with and without added calcium, and from white bread fortified with calcium and vitamin B_1, K. M. HENRY and S. K. KON. *Biochem. J.* **39**, No. 2 (1945), pp. 117–122.

Young growing rats were used in metabolism experiments to study the calcium and phosphorus retention when whole wheat bread made up the diet and when white bread supplemented with vitamin B_1, riboflavin, pantothenic acid, and carotene did so. Weight gains, excretion of calcium and phosphorus, and bone ash were determined.

The calcium from the whole meal bread diets was less well utilized than that from white bread (72 per cent extraction) which had been supplemented with bone meal to make it equal in calcium content to the whole meal. The phytic acid content of the whole meal bread was believed to be the factor which interfered with calcium utilization.

The animals on the whole meal bread made greater gains in weight than those receiving the white bread.

Relative value of carotene in vegetables for growth of the white rat, A. R. KEMMERER and G. S. FRAPS. *Arch. Biochem.* **8**, No. 2 (Nov. 1945), pp. 197–201.

Previous reports had indicated that the carotene in different foods and feeds is not so well utilized by the rat for storage of vitamin A as is carotene in cottonseed oil. When the B-carotene equivalent of each food was determined (including a proportion of neo-B-carotene and α-carotene) and amounts fed on that basis, Kemmerer and Fraps found 27 samples of foods to be as well utilized for growth of rats as was pure carotene in oil.

Hypervitaminosis A, T. MOORE and Y. L. YANG. *Biochem. J.* **39**, No. 3 (1945), pp. 222–228.

Crystalline vitamin A acetate and halibut liver oil were fed to young rats in doses of 30,000 to 50,000 IU vitamin A daily. Limping gait and tenderness in the legs were observed on the eighth day; by the twentieth day all the animals had fractured limbs. Subcutaneous and intramuscular hemorrhages were observed at autopsy.

Vitamin C afforded no protection against the lesions caused by overdoses of vitamin A. Pregnant rats developed uterine hemorrhages when given high doses of vitamin A. These experiments indicate that *pure vitamin A is toxic when given in great excess.*

The effect of light, trauma, riboflavin, and ariboflavinosis on the production of corneal vascularity and on healing of corneal lesions, O. H. LOWRY and O. A. BESSEY. *J. Nutrition* **30**, No. 4 (Oct. 1945), pp. 285–292.

Slit lamp examinations were made of the eyes of young growing rats held under various conditions of riboflavin deficiency and injury to the eye. Long exposure to light did not accelerate invasion of the cornea by the blood vessels.

Mature rats on an adequate diet developed corneal vascularity, and adding high intakes of riboflavin did not prevent or cure it. Riboflavin deficiency is only one of several conditions leading to corneal vascularization.

Ocular disturbances in riboflavin deficiency, T. D. SPIES, D. J. PERRY, R. C. COGSWELL, and W. B. FROMMEYER. *J. Lab. & Clin. Med.* **30**, No. 9 (Sept. 1945), pp. 751–765.

Three hundred patients who had lived for long periods on diets deficient in riboflavin and who showed ocular lesions were studied. Intravenous injections of riboflavin resulted in a prompt but brief rise in riboflavin concentration in the blood and urine.

Within 48 hours all patients improved somewhat subjectively. Pain was relieved and vision improved. As most of the patients continued to eat their usual inadequate diets, there were 251 recurrences within one week to two years after the riboflavin treatment.

Surveys of the nutrition of populations: 5. The vitamin C nutrition of a rural population in middle Tennessee, J. B. YOUMANS, E. W. PATTON, W. R. SUTTON, R. KERN, and R. STEINKAMP. *Am. J. Hyg.* **42**, No. 3 (Nov. 1945), pp. 254–261.

Dietary studies, physical examinations, and blood ascorbic acid determinations were made on a population of 776 white and 385 Negro subjects. The dietary intake of ascorbic acid was below the recommended allowance for many of the subjects and ranged from 50 per cent of the white males 21 years of age and over to 78.6 per cent of the Negro females aged 13 to 15 years.

No cases of scurvy were found. Values below 0.3 mg ascorbic acid in the blood plasma were found in 92 subjects and were twice as frequent in the Negroes as in the whites. There was no significant correlation between the presence of gingivitis and dietary intake, but there was a relationship between gingivitis incidence and plasma level.

Many people apparently can subsist on low intakes of vitamin C without developing any pathologic symptoms of ascorbic acid deficiency.

Observations on the nature of vitamin P and the vitamin P potency of certain foodstuffs, H. SCARBOROUGH. *Biochem. J.* **39**, No. 1 (1945), pp. 271–278.

Hesperedin and hesperetin were prepared from orange meal, and their value in increasing capillary resistance in man was studied. The subjects were hospitalized throughout the study and received diets free from known sources of vitamin P. All had decreased capillary resistance at the beginning of the investigation.

Hesperedin and hesperetin when given orally increased the capillary resistance; both these substances are relatively insoluble in water. A water soluble extract of orange meal had greater activity than hesperedin or hesperetin.

Clinical assays of fruits and vegetables showed that vitamin P potency does not parallel ascorbic acid content. Among the foods tested grapes were the richest source of vitamin P.

The lysine requirements of the adult rat, A. NEUBERGER and T. A. WEBSTER. *Biochem. J.* **39**, No. 2 (1945), pp. 200–202.

Fully grown male rats were fed a basal diet lacking lysine. Another group received the basal diet plus lysine. Animals on the lysine-deficient diet steadily lost weight. The average weekly weight loss was 1.75 per cent of the initial weight. When lysine was added to the diet, weight remained constant or in some cases slow growth was observed. The lysine-deficient animals seemed healthy but showed marked hypoproteinemia. Graded doses of lysine added to the basal diet showed that 16 mg lysine daily was necessary for maintenance of weight in a rat of 300 to 350 g body weight.

Note on the nutritive value of the nitrogenous substances contained in dried yeast (Torulopsis lipofera), H. CHICK and E. B. BLACK. *Biochem. J.* **39**, No. 2 (1945), pp. 164–167.

The dried yeast contained 35.1 per cent "crude" protein; 10 per cent of the nitrogen was nonprotein in nature. Young rats receiving a basal diet with the protein from yeast grew at a lesser rate than a group receiving the same amount of protein (12 to 13 per cent of the diet) in the form of whole wheat flour.

When the protein of the diet was one-fourth from yeast and three-fourths from whole wheat flour the weight gain and nitrogen utilization were slightly superior to that of animals receiving the whole wheat flour alone. This supplementary action of the yeast protein is believed to be due to its high lysine content. Cereal proteins are relatively low in lysine.

SOCIAL WELFARE AND PUBLIC HEALTH

Contributed by Sadye F. Adelson, Ruth Chalmers, Mary E. Loughead, Lydia Ann Lynde, Margaret M. Morris, and Margery Vaughn, all members of the Social Welfare and Public Health Section of the District of Columbia Home Economics Association

Old-age security for the American farm population, D. K. ANDREWS. *J. Farm Econ.* **27**, No. 3 (Aug. 1945), pp. 634–648.

In the present federal noncontributory program for old age assistance (1) the agricultural population is numerically overrepresented on its pension list; (2) agricultural states, being poorer, tend to receive lower federal matching grants than do industrial states; (3) states, trying to cut costs, are inclined to interpret need in the spirit of the old "poor law"; and (4) residence requirements exclude many needy.

Agricultural laborers are not covered in the present federal old-age and survivors insurance program but support it to some extent, without return. Spot studies indicate a substantial proportion of the farm population that work part of the time in covered employment and pay insurance taxes but do not get any benefits from the program because they do not do enough such work to gain insured status. The farm population also contributes to the program by consumption of goods produced in already-covered industry, which probably sell for higher prices than they would if no insurance system existed.

Several possibilities are given for furnishing the farm population more adequate old-age security: (1) *A general social security system* like the Wagner Bill to provide, among other things, for health, unemployment, disability, retirement, and survivors benefits. In this employees and employers each would pay 4 per cent of employee wages; self-employed would pay 5 per cent of income. (2) *A flat universal pension plan.* The Townsend plan is an example. (3) *A system of sliding benefits for the total labor force.* The present insurance system offers possibilities; it could be adjusted to include the self-employed, to deal with aged workers who are partially retired, to permit annual instead of quarterly reports of earnings.—S. F. A.

Ten years of social security, A. J. ALTMEYER. *Soc. Security Bull.* **8**, No. 8 (Aug. 1945), pp. 1–56.

The past decade has seen significant and far-reaching changes in the concepts of social security and in public attitudes toward social security. The early pattern of development was generally that of separate social insurance systems established to deal with particular forms of insecurity for selected groups of workers. This pattern persists, in greater or lesser measure, in the social security organizations throughout the world. But in many countries, especially those with a long history of social security operations, steps have already been taken, or plans developed, to consolidate and bring together separate systems and to expand coverage both of risks and of population.

As more and more people came to depend upon wages and earnings from employment, more attention was given to continuity of income during periods when earnings were interrupted or cut off—as by sickness, invalidity, old age, or lack of suitable job. It has become increasingly evident, however, that what is most important is not just old-age benefits or sickness benefits or unemployment benefits but security for all workers and all families against income loss due to any of the major economic risks to which they are exposed.

Increasingly, in the legislation and the legislative planning of the last 10 years, social security measures have been accepted as one of the major devices for assuring a satisfactory national minimum level of living.—M. V.

Public health in the reconversion period, T. PARRAN, MD. *Am. J. Pub. Health* **35**, No. 10 (Oct. 1945), pp. 987–993.

Twenty-seven million American civilians have migrated during the war; 10,000,000 servicemen and women will be demobilized within a year. During readjustment, health problems are certain to be aggravated.

As a national wartime emergency, military authorities co-operated with civilian agencies in control of diseases; the federal government supplied funds and personnel to help maintain a public health organization. Lines were held against actual threat to the nation's health.

Tuberculosis, syphilis, and gonorrhea may increase and become entrenched. New processes in industry will increase industrial hazards, and health may be neglected in the desire for quick reconversion. Enormous and unrestricted movement of population, depleted public health facilities and services, relaxed public concern, make it necessary for state and local health agencies to take

more responsibility for rapid treatment of venereal disease, malarial control, environmental sanitation programs, health programs, co-ordination, construction of facilities, recruitment and training of personnel. State responsibility for planning has been written into several bills now before the Congress.

Number one job of the Public Health Service is to find ways to render the highest quality of health and medical services to all the people.—M. E. L.

Health counseling in schools, C. C. WILSON. *Pub. Health Nursing* **37**, No. 9 (Sept. 1945), pp. 436–438.

Schools have placed great emphasis on health examinations, but too often follow-up programs have been ineffectual. Recently the trend has been toward health counseling, which combines the two. Medical examinations to determine health status are supplemented by teacher observations, screening tests, psychological tests, and information from pupils and parents. Conferences make possible interpreting health problems, giving information needed for their solution, and planning for action. The counseling program is one of education, not dictation.

The effectiveness of school health counseling depends in part on adequacy of community facilities. If health needs are not being met, a health council composed of representatives from schools, homes, and official and unofficial health and welfare agencies can determine how to meet them.—R. C.

Nutrition condition of children in relation to school lunches in two South Carolina rural communities, A. M. MOSER. S. C. Agr. Expt. Bull. 359 (June 1945), 54 pp.

The growth and nutritional condition of children in two rural elementary schools in the upper Piedmont of South Carolina were observed for about one and one-third years. During the winter sessions one school served a complete hot lunch and the other a partial lunch consisting of foods that could be served without cooking.

Daily records were kept of quantities of the various foods making up the complete lunch and the persons present for lunch. Leftover foods were measured or weighed. Only quantities of foods distributed each month for the partial lunch group were known. Visits to the home gave information on the winter's food supply, family living conditions, and economic status. A health history and a two-day food record for each child were also obtained.

At the beginning and close of each session the children in both schools were weighed and measured. Medical and dental examinations were given, and laboratory tests were made at various times during the study.

A higher proportion of the complete lunch group than of the partial lunch group made unusually good gains in height and had outward physical signs of good nutrition. The group receiving the complete lunch maintained hemoglobin levels, and the other group had hemoglobin values significantly lower at the close than at the beginning of the study.

The school lunch cannot alone correct long-standing malnutrition but can do much to improve the food intake of children.—M. M. M.

Nutrition workshop. *School Life* **28**, No. 2 (Nov. 1945), p. 28.

A report from the nutrition workshop held during the past summer at the Central Washington College of Education, Ellensburg, Washington. The elementary school years are the best time for health education habits. Special emphasis should be put upon the work in the second and fourth grades. The college and elementary teachers, supervisors and administrators, health workers and nutritionists participating in the workshop suggest a 7-point program of attack:

1. The study of food and its relation to health should be part of school living and included in social studies with emphasis on selection of food in the lunchroom.
2. Kits of teaching aids should be available.
3. Nutrition should be an important part of the in-service training for teachers.
4. Nutrition should be included in teacher-education curricula.
5. The nutrition program should be based on needs of the school children as shown by physical examinations and other tests.
6. Instructional aids should be analyzed by each teacher for the use intended.
7. Parent participation should be secured by teacher and parent planning together.—L. A. L.

TEXTILES AND CLOTHING

Contributed by Esther Chapman Morse, La Follette, Tennessee

Trend of cotton broad woven goods, D. E. KENNEDY. *Dom. Commerce* **35**, No. 11 (Nov. 1945), pp. 32–39.

The yardage of cotton broad-woven goods produced in the first six months of 1945 was 5.9 per cent lower than that produced in 1944. Cotton duck and toweling were the only types of cotton fabrics which increased in production. Printed fabrics were produced in the largest yardage. Sheeting, although making up a large per cent of the total production, was reduced in 1945. In the fine cotton-goods field, combed sheeting, combed oxfords, combed or carded marquisettes, and cotton-rayon fabrics showed an increase in production.

Production of colored-yarn cotton goods was decreased except for ginghams. Specialty production showed a marked decrease. In the napped fabric line, crib blankets and outing flannel were the only ones made in larger quantity.

Properties of synthetic fibers—key to proper use and potentialities. *Textile World* **95**, No. 9 (Sept. 1945), pp. 117–132.

A summary of the properties of the synthetic fibers has been drawn up to aid in selecting the fibers with properties best suited to specific purposes. (This summary in chart form is available for 25 cents from Textile World, 330 West 42d Street, New York 18, N. Y.) The stress-strain curves for each of the fibers are also given. A chart giving the types of synthetic yarns available shows the influence of war production. The trend toward stronger yarn will probably continue while the limiting of denier ranges will not.

The number and kinds of synthetic fibers which can be produced is practically unlimited. Some of the variations which have been made in the rayon fibers include: surface-treated fibers which dye like wool, cellulose fibers with chemically added nitrogen which also dye like wool, extremely soft fibers produced by adding chemicals to the spinning solution, and fibers made by combining several different spinning solutions.

The sources of protein which have been used for producing fiber include milk, peanuts, soybean, corn, chicken feathers, egg whites, fish, and various hides, hoof, and tendrons. To date the milk protein fiber is the only one produced on a commercial scale.

Fibers which are soluble have been produced from polyvinyl alcohol, alginates of seaweed, and gelatin. Fibers have been produced from many non-cellulosic source materials, as plastics, resins, and metal.

The extent to which any of the fibers will be produced depends upon the desirability of their properties as compared with the cost of production.

The war demands have brought rayon yarns for tire cord to a new high production level. The production of all types of staple rayon fiber is about the same for 1945 as for 1944, while the production of filament rayon for all purposes has increased. Reports available on nylon, Fiberglas, Aralac, Saran, and Vinyon indicate a continued increase in production.

Here is the new chicken feather fabric, B. H. FOSTER. *Textile Colorist & Converter* **67**, No. 10 (Oct. 1945), pp. 62–95.

The development of fabric made from chicken feathers has reached the point where it is being made up into experimental suits and dresses. A mixture of 65 per cent chicken feathers and 35 per cent staple rayon has made a good workable fabric. Keeping the feathers from flying and from shedding have been two of the major problems.

The fine elements of the feathers are separated from the quills in the first step. They are then combined with the other fibers. The fabric is light, resilient, washable, can be pressed with a warm iron, dyes easily, and is warm. It burns like wool or nylon but washes like cotton. It can be combined with rayon, cotton, wool, or nylon. Three fourths of the feathers from a chicken are usable and *sale of them should be a new source of income to the farmer.*

Linen—"aristocrat of fabrics," MAJOR J. M. HENDERSON. *Textile Age* **9**, No. 9 (Sept. 1945), pp. 62–68.

Before the war Ireland imported from Russia and "the low countries" about 90 per cent of the flax she used for manufacturing. When the supply was cut off, the British Ministry of Supply helped farmers increase flax acreage in Ireland, Britain, and Eire. Scutching mills and retteries were extended and improved.

The small supply made it imperative that flax fiber be used only for the most urgent war uses (as in aircraft coverings), some types of thread, cord and rope, sails, tents, stretchers, camouflage

netting, and uniform linings. Recently a small amount has been made up in sheeting, glass cloth, and toweling, and limited exports have been resumed.

When the supply of flax was limited, the flax industry used long-staple rayon fiber and cotton fiber rather than let the equipment go idle and lose skilled workmen. Cloth made from spun rayon with the flax machinery is distinctive in its appearance and of high quality.

The Minister of Commerce for Northern Ireland recommends that in postwar years one-third of the flax fiber be domestically supplied, thus avoiding too great dependence on outside sources, and that all purchases and distribution be made through a trade corporation for several years to stabilize the price of the finished product.

Progress of Brazilian silk production. *Rayon Textile Monthly* **26**, No. 10 (Oct. 1945), p. 86.

Although Brazilians were interested in sericulture in the early part of the nineteenth century, little progress was made until the last few years. Since 1939 silk production and export have increased rapidly. Export of silk textiles was 20 times greater in 1943 than in 1940. Silk textiles and garments, made from Brazilian silk, are now on sale in some of the leading stores of our larger cities. The average price per yard of silk textiles during 1943 and the first five months of 1944 was $2.34.

Textile developments in Germany. *Am. Dyestuff Reptr.* **34**, No. 22 (Oct. 22, 1945), pp. 417–422.

Lack of cotton made the German government encourage rayon staple production since the early 30's, when orders were issued that cotton and wool fabrics must contain at least 15 per cent of staple rayon. A good immersion suit, which helps keep humans alive in very cold water, has been developed. It has three layers of fabric, and rubbed into the middle layer is 4.4 pounds of a powder which, when wet, forms a thick foam to keep out the water and hold in body heat.

In testing fibers, yarns, and fabrics, the single fiber tests and yarn tests in terms of fiber strength are used. The Germans also use a machine for testing the number of breaks at a specific elongation. Two processes have been worked out for chemically treating unretted flax and hemp fibers, an alkali process, and a chlorinating process.

Wax emulsions using zirconium oxychloride are used as water repellents. Ethylamine chains were found to be important in water-repellent compounds. Resins which would render a fabric both water repellent and crease resistant have been developed. Research has been done on emulsifiers, detergents, and the deterioration of fiber during laundering.

Water-repellent shelter halves were made of 100 per cent staple viscose. The viscose when wet would swell and add to the waterproof qualities. Several camouflage patterns were used. Shelter halves for the Russian front were white on one side. Printed rayon fabrics were made for civilian use, by use of iron rolls with a copper surface. Because of the fuel needed for drying, toward the end of the war certain fabrics were not dyed. All rayons received a chlorine bleach, different from that used in this country. Vat dyes were more widely used for civilian fabrics. A new set of dyes called "Astrasons" was developed for acetate rayon.

The woolen and worsted industries, about twice the size of those in the USA before the war, were not so badly damaged as many other industries because mills were scattered in small communities. Standard uniform cloth was the main woolen fabric produced. Methods for scouring, dyeing, and finishing of wool were similar to those used here. Army socks had the only wool treated to be nonfelting. Air force underwear, of 50 per cent rabbit hair, was the only wool garment required to be moth proof.

Research in textile microscopy has been mainly on the action of soaps, oils, and detergents on fibers. Also, the life cycle of the moth has been closely studied. Some standard tests for wool fabrics have been developed along with excellent wear tests which make it possible to give actual wear value to the results of the tests.

The methods used for manufacturing of cellulose acetate, cuprammonium, and viscose rayon were studied. Development of Perlon L, Germany's nylon, has been slow, probably because some silk has been available. PeCe fiber, which is similar to Vinyon, however, has been produced in large quantities.

News Notes . . .

News General

Effie I. Raitt, director of the School of Home Economics at the University of Washington and a former president of the AHEA, died of a heart attack on December 4.

Miss Raitt had directed the home economics work at the University since 1912. In 1938, the Effie I. Raitt Library in the School of Home Economics was founded by alumnae in tribute to her 25 years of leadership at the University.

Miss Raitt's national contribution to the home economics profession included her service to the White House Conference on Home Building and Home Ownership in 1930–31 as chairman of the committee on household management, her vice-presidency of the American Dietetic Association, and her presidency of the AHEA in 1934–36.

Nebraska

Nebraska Home Economics Association. The Association activated a housing committee to help develop plans for more satisfactory housing conditions in urban and rural communities. The members are Arnold Barager (chairman), Agnes Arthaud, Florence Atwood, Rispah Douglas, Margaret Liston, Muriel Smith, Rose Wanek, Mrs. Esther Ord Wells, and Ruby Lopar (an architectural engineer).

The state meeting will be held in Omaha on March 1 and 2.

A "Who's Who in Home Economics in Nebraska" is being published this year under the chairmanship of Mary Ellen Brown.

The editor of the spring newsletter is Dora Wood.

University of Nebraska. New staff members are Winston Osborn in foods and nutrition and Marie Harris in institutional administration. Miss Osborn received her MS degree from the University of Iowa, and Miss Harris, hers from Michigan State College.

Ruby Loper has joined the staff on a part-time basis to teach courses in housing and equipment.

The students and staff are enjoying having a foreign student on the campus, Margarida Lee Davis of Brazil, the AHEA's Omicron Nu fellow this year. In addition to her studies, she is teaching a class in Portuguese.

University of Omaha. During the last year the home economics enrollment has doubled, and plans are being made to enlarge the physical setup of the department.

One veteran, a Spar, is now enrolled in the department.

State Department of Education. The Department has made arrangements with the four state teachers' colleges to enable students to take there the first two years of work leading to a vocational education certificate without loss of credit if they transfer to the University of Nebraska for the last two years of training.

Kearney Public Schools. Agnes Saunders, who recently returned from a year of teacher-training work in the nursery schools for children of mothers employed in the Kaiser Shipyards in Portland, Oregon, is now working in the Kearney Public Schools as co-ordinator of Family Life Education in the community.

Extension Service. May Stanek has been preparing each month a one-page circular entitled "Polly Preserver Speaks." Timely information was given on canning equipment, freezing, and canning. She also prepared the circular "Whole Meal Salads."

Helen Rocke has completed a circular on "Clothing Pointers for '46."

In January 4-H home economics leader-training meetings were held on the Agricultural College campus of the University of Nebraska. This was a contest sponsored by the Knights of Ak-Sar-Ben.

North Carolina

North Carolina Home Economics Association. "Family Living" was the theme of the annual meeting on November 30 and December 1 at Raleigh.

Speakers were: Mrs. Mildred I. Morgan, family life specialist at the David Millard School, Asheville, and Mrs. Mildred Thurow Tate, head of the School of Home Economics at Virginia Polytechnic Institute.

Madge E. Glazener, president, presided at the dinner and luncheon meetings.

The nutrition committee reviewed and recommended to home economists the following nutrition films: "Something You Didn't Eat," "Can All You Can," "Proof of the Pudding," "Live at

Home," "Ever Since Eden," "Citrus in Nutrition," "The Children Must Learn," "And So They Live," "For Health and Happiness."

The committee also suggested that all films be reviewed before showing to groups and that the educational points should be used in discussion before or after the showing of the film.

Appointments at the Colleges. The following colleges report the following new home economics staff members: Salem College—Elizabeth S. Hedgecock and Jane Hewatt; Flora MacDonald College—Lycia Payne; Queens College—Sarah Dunlap; Greensboro College—Lucille C. Cox; East Carolina Teachers College—Mrs. Josephine H. Riggs and Agnes Clare Brown; Mars Hill—Kitty Maxwell.

Extension Service. "We Study Our Job" was the theme of the North Carolina home agents conference in November. Committees studied and analyzed some of the postwar problems on county, state, and national levels which face home demonstration work and rural families. Findings of these committees were presented to the entire group, and recommendations were made for improvement.

Farm Security Administration. Associate and FSA supervisors have been attending district schools in order to be better prepared to summarize annual income returns with farm ownership families. Plans have been made for annual meetings of these families at which they may study their 1945 business and their 1946 aims.

Future Homemakers of America. One FHA club is canning 50,000 cans of food in co-operation with the community canning program for overseas relief.

North Dakota

North Dakota Home Economics Association. The second fall meeting of the Association was held in connection with that of the North Dakota Education Association in Bismarck on October 25. Dr. Leita Davy of North Dakota Agricultural College discussed "Home Economics Service to North Dakota."

Minot State Teachers College. Mrs. Shirley Fuller, a graduate of Iowa State College, is a new member of the home economics staff.

North Dakota State College. Ada Marie Campbell joined the foods staff this fall. She is a graduate of Iowa State College.

Dorothy Bereson is again assisting in the clothing department.

New supervisory teachers this year are Lucille Cox in Fessenden; Katherine Keltgen, Harvey; Evelyn Pundsness, Mandan; and Frances Baker, West Fargo.

Co-operating with the Veteran's School, the class in Home Planning and Furnishings, under the direction of Mary Rankin and Jane Dobervich, is redecorating an expansible house (trailer type) as a demonstration of what can be done at minimum cost. This unit is one of 100 allotted to the College for housing veterans and their families.

University of North Dakota. Agnes E. Bahlert, recently on the staff of Utah State Agricultural College, is the new head of the department of home economics.

Mrs. Patricia Gregory, a graduate of Northwestern University, has joined the clothing staff.

Valley City State Teachers College. Lila Maxson, instructor of home economics in the College Laboratory School, is studying this year at Cornell University.

Louise Bane, a graduate of the University of Illinois, joined the Laboratory School staff this fall.

School Lunch Workshop. A workshop for school lunch personnel in the northwest area of the state was held in Grand Forks on December 8. Representatives of state agencies interested in improvement of the school lunch program planned the day's program, which was sponsored by the state school lunch committee. Assisting with the workshop were Ethel Heising of the State Health Department; Christine Finlayson, state supervisor of home economics, and Helen Cawley, assistant supervisor; Lucile Brown, associate county agent of Grand Forks County; and Regina Brennan, homemaking instructor at Grand Forks.

State Department of Education. Rua Van Horn of the U.S. Office of Education was a state visitor from November 12 to 16. She divided her time between the Dickinson and Bismarck vocational homemaking departments and the State College campus.

Oklahoma

University of Oklahoma. The Nursery School program is being expanded by the School of Home Economics and the College of Education preparatory to training teachers in this field. The members of the Nursery School staff, in consultation with Muriel Brown of the U.S. Office of Education, are working on an expanded curriculum. The physical plant also will be enlarged.

While Dr. Brown was on the campus she discussed with the home economics students the function of college training in preparing students for future family living and was entertained at tea and at a luncheon.

The faculties of the School of Home Economics of the University and of the home economics department of Oklahoma College for Women are co-operating in studies and discussions on evaluation of home economics teaching, including a study of the student and her needs and plans for constructive building upon the conclusion of these studies.

The members of the staff of the School of Home Economics attended a College Home Economics Teacher's Conference in Oklahoma City on November 30 and December 1. Dr. Brown presided at several of these meetings.

Extension Service. The Annual Extension Worker's Conference was held on the Oklahoma A & M campus the first week in November. Gladys Gallup, chief of the division of field studies and training of the U. S. Extension Service, gave training on techniques in leadership development; and H. H. Williamson, assistant director of the U. S. Extension Service, discussed extension in the postwar period.

Seventeen new assistant home demonstration agents were appointed at the beginning of the fiscal year, making a total of 24 assistants in the 77 counties.

Twenty-nine Oklahoma 4-H Club girls and boys attended the National 4-H Club Congress in Chicago the first week of December. The group included Eldora Jantzen, Garfield County, winner of the President's Trophy; Jerry Keithly, Noble County, winner in clothing; Rosie Garrett, Okfuskee County, winner in Food Preparation; Jean Eifert, Garfield County, national winner in Home Safety; and the three national-winner boys. They were accompanied by Paul Adams, Alice Carlson, and Raiford Luker of the 4-H department; Irma Pittman, assistant extension economist in home management; and Elda Marquina, visiting district home demonstration agent from Venezuela, who is studying extension methods in the state.

Oregon

Oregon Home Economics Association. *HEIB's.* Portland HEIB's have supplied a vocational guidance library for the lounge of the Home Economics Building on the Oregon State College campus. The books were selected by home economics organizations in Portland and purchased with funds raised at an auction sponsored by the HEIB's and the Association.

Oregon State College. One term of nursery school procedures is required of all home economics majors. The course includes supervised teaching, program building, and administration of nursery schools.

Each freshman registered in home economics is required to enroll in the Introduction of Home Economics class. Once a week, as part of this orientation course, representatives of various home economics fields talk to the girls and answer questions about positions in their field.

Delegates of the Future Homemakers of America in four states of Pacific A Region met at the College on November 30 and December 1. Hazel Frost, national adviser, and Ata Lee of the U. S. Office of Education attended. Irene Trout, Oregon City High School senior and national treasurer of the FHA, presided.

School Lunch Workshops. Three regional school lunch workshops, sponsored jointly by the State Board of Health and the State Department of Education, were held in Oregon during November. School lunch managers, cooks, administrators, and all persons interested in developing school lunch programs were invited to participate.

Farm Security Administration. Home management supervisors have been analyzing the 1945 record books of 300 farm ownership families. This annual analysis of the percentage of the gross farm income spent for home operating expenses and the percentage of the home operating expenses used for food purchases, home equipment, and house and yard improvement is the basis for guiding the homemaking plans of FSA families for the coming year.

Rhode Island

Rhode Island State College. Grace H. Smith, formerly home demonstration agent in New Hampshire, has joined the home economics staff to work with Mrs. Blanche Kuschke on a co-operative project with the Bureau of Human Nutrition and Home Economics on "A Study of Food Preparation Cabinets to Meet the Requirements of Families in Various Parts of the Country."

J. L. Cain, instructor in art, has introduced a creative workshop for undergraduates that provides experience in plastics, wood carving, oil and water color painting, screen painting, textile crafts, jewelry, and metal work. The workshop is

open each afternoon of the week, and students are free to come and work at any time during the afternoon hours.

Mrs. Blanche Kuschke presented a paper "Some Food Habit Studies in Rhode Island" at a conference called by the Office of the Quartermaster General in December.

Extension Service. "An international potpourri bubbled and stewed and filled the air with nose-twitching, mouth-watering odors. . .as Portuguese, Greek, Italian, and Armenian women demonstrated how to make various foods of their countries." This was how the *Evening Bulletin* reporter started her description of a demonstration held under the sponsorship of the Extension Service and the International Institute.

The idea behind this program is, of course, to have friends and neighbors from other countries prepare foods in ways new and different to most people in this country in dishes that are delicious and would add interest and variety to meals. These women have much to teach us on making small amounts of meat go a long way.

Home demonstration members in Rhode Island made snow suits, leggings, coats, and caps from new and old materials at 26 community meetings. It is estimated that those taking part in the project each saved from $10 to $25. Mrs. Louise Masters, Mrs. Anna Lee Laxson, and Nettie Simmons, the home demonstration agents, worked together in each county on this project.

West Warwick. Junior High School girls made holiday favors for patients' trays in the Rhode Island Hospital.

Tennessee

State Department of Education. Muriel Brown of the U. S. Office of Education spent the week of November 18 in Obion County working with the county superintendent of schools, home economics teachers, and representatives of other agencies and organizations interested in the Family Life Education Program being conducted there. This was Dr. Brown's annual visit in the County.

The central planning committee of the Family Life Education Program decided to work on securing a general hospital in Obion County, with a wing for tuberculosis patients; secure pasteurized milk for all school lunchrooms; revise the recreation program; and work on ways and means of getting music and art in the public schools.

Eight meat canning clinics, set up jointly by the agriculture and home economics supervisors, were conducted in the state during the fall. Three were in middle Tennessee and five in east Tennessee.

University of Tennessee. Ten student teachers from the University have completed their teaching experience in the three student-teaching centers in Maury County. They not only taught the regular home economics classes but also classes in agriculture and diversified occupations and a class on color selection for window dressing. They also took responsibility for the teen-age club "The Lion's Cage," visited in the community, and started some work with adults. The people in communities where these student teaching centers are located showed much interest in the work of the student teachers.

College Club Workshop. Twenty delegates of college clubs in Province III, which includes Southern Virginia, North and South Carolina, Eastern Tennessee, and Georgia, and 12 club advisers met in Gatlinburg on September 28 and 29.

The following topics were included on the agenda: How to develop a professional attitude, how to develop intergroup and international understanding, suggestions about community study, how to have successful club meetings, why every student should join the home economics club, financing the club program, and suggestions about vocational information.

Officers elected for next year were: Province leader, Ida Anders, University of Tennessee; Mary Clinkscale, Furman College, Greenville, South Carolina, chairman of college delegates.

Washington

Washington Home Economics Association. Mrs. Margaret Hannay, state chairman, and her committee are planning a state-wide Association meeting in Spokane sometime in April. This spring meeting for the whole state Association will be an innovation, since sectional meetings in eastern and western Washington have been held heretofore.

Seattle HEIB's. A round-table discussion of radio homemaking programs was held at the November HEIB meeting, with commercial managers of the four Seattle network stations as a panel of experts.

In December, the HEIB's took time off from business for a buffet supper and dance at the Seattle Tennis Club.

In January, Mrs. Esther Pond Smith of Wash-

ington State College showed and discussed her movie on the time and motion study she did at Purdue last summer.

February plans include taking over the Repertory Playhouse for one performance of "Chicken Every Sunday" and a meeting on food promotion and research.

State College of Washington. Lenore Sater of the U. S. Bureau of Human Nutrition and Home Economics attended the 34th annual conference of the Extension Service late in November and conferred with Mrs. Esther Pond Smith on the housing research program being started at the College.

The College is co-operating with the Bureau of Human Nutrition and Home Economics on another research problem: the wearing quality of fabrics. Evelyn Stout is conducting the research.

Two discussions on job relations training were conducted recently for members of the College home economics faculty by Madge Reese of the U. S. Extension Service.

Personal and Home Problems is the title of the book Catherine Bryden, assistant professor of home economics education, has just finished revising. She wrote the book as an outgrowth of family relations work with high school students and college classes in teacher training.

University of Washington. Textile fabrics and finishes of the future were exhibited in December by Grace Denny's class in advanced textiles. Included were displays of plastic and laminated fabrics and special finishes as well as uses of nylon, Aralac, Fiberglas, and aluminum thread. A demonstration of textile-testing equipment was given by students to an audience composed of representatives from retail stores, research laboratories, clothing houses, and schools.

Hazel Frost, national adviser of the Future Homemakers of America, visited Seattle on December 3 and 4. She met at the University with students from schools in that area and also visited the Bremerton chapter of FHA.

Western Washington College of Education. Lucille E. Reiman has joined the home economics staff at the College. The thesis which she recently completed toward her master's degree at the University of Washington—a unit of study on consumer buying of textiles and clothing for secondary schools—is now being published under the joint sponsorship of the State Department of Vocational Education and the Seattle Public Schools.

West Virginia

West Virginia Home Economics Association. An executive committee meeting was held on October 12 and a meeting of the council on October 13. At them plans were made for the coming year and for a state meeting at Jackson Mills in April, the first in two years.

State Nutrition Committee. The nutrition program in the state will be continued under the revised plans necessary as a result of the change in the financial setup.

Officers for the coming year are: president, Estell Inglosbey of the State Department of Health; vice-president, H. A. Stroud, Monongahela Power Company; secretary, Margaret Joseph, West Virginia Dietetic Association; treasurer, Mrs. J. Wayne Reiner.

Marshall College. Jane Melton has been appointed head teacher trainer.

West Virginia University. Kathleen McGillicuddy is the new assistant teacher trainer.

School Lunch Program. Six state colleges have held conferences for principals, teachers, and school lunch supervisors at which time school lunch plans were discussed for the coming year. As a result of these meetings, two colleges are helping individual counties with their problems of teaching nutrition for elementary grades, and two colleges are aiding the counties in training their school lunch cooks in better working habits. The home economics department in another college is conducting a Type-A-lunch demonstration that is being heartily received by the student body.

State Department of Education. Berenice Mallory of the U. S. Office of Education spent the week of December 3 in West Virginia conferring with and visiting training centers for home economics teachers and the state supervisors of home economics.

Future Homemakers of America. The West Virginia Association of the FHA, chartered September 20, 1945, now has 59 affiliated chapters with a total membership of 1650 homemaking pupils.

Wisconsin

Milwaukee-Downer College. The opening meeting of the Home Economics Alumnae Study Group was a dinner meeting at which Susan F. West was hostess. Alumnae who had returned from war service were guests of honor. Two dietitians who had been overseas for two years or more told of their experiences.

The all-college Missionary Fair this year will have a Hawaiian theme.

Susan F. West is chairman of the American Dietetic Association project on standardization of admission procedure to approved hospital courses for dietetic interns.

Once more students are having an opportunity to visit various industries in Milwaukee. This fall textiles classes made their first trip to the Phoenix Hosiery Mill since wartime restrictions were imposed.

The Stout Institute. Graduate work in home economics, formerly offered only during the summer session, is to be offered now during the regular school year.

A demonstration on grade labeling of canned food and the procedure used in grading and scoring canned products was presented recently to upperclass women by J. B. Wagner, federal food inspector.

Extension Service. In spite of stormy weather, over 500 homes were visited during the week of November 26 by home economics extension workers in a survey of the effectiveness of some of the extension methods used. The aim was to study the relative effectiveness of teaching subject matter by (1) radio and leaflet; (2) radio, leaflet, and project leaders; and (3) leaflet and project leaders. Lucinda Crile and Josephine Pollock of the division of field studies and training, U. S. Extension Service, were in charge of the preparation of the questionnaire and the organization of the survey.

The annual conference for extension workers was held the week of December 10. Out-of-state speakers included Karl Knaus, Eunice Heywood, and Mary Louise Collings of the U. S. Extension Service; Mrs. Kathryn Van Aken Burns, home demonstration leader in Illinois; and Dean H. J. Reed of Purdue University.

Farm Security Administration. A three-day conference of all FSA home management supervisors in Wisconsin was held in Milwaukee in November. It was attended by the district supervisors, the state farm ownership specialist, and the construction engineers. The program was focused on health, housing, and methods and techniques of working with families.

Wyoming

Wyoming Home Economics Association. A home economics education section of the Association was organized at the meeting of the Wyoming Education Association in Casper from November 1 to 3. Officers of the home economics section of the Wyoming Vocational Association will also serve as officers for this new section: chairman, Geneva Bird, Laramie High School; secretary and treasurer, Ione Peterson, Casper Junior College. This new section will plan and conduct program meetings for home economics educators at the time of the state teachers meeting and further the work of the Association among home economics teachers.

Those participating in the program were: Jane Bemis of the University of Wyoming; Mrs. Jack Corbett, president of the Association; Ione Peterson, Casper Junior College; and Alice Ford of Lovell. Pauline H. Drollinger, state supervisor of homemaking education, served as program chairman for the meeting.

University of Wyoming. The second Annual Workshop for College Home Economics Student Clubs in Province XII was held at the University on November 3. Mrs. Wilma Kalmans, Province adviser, was in charge of the stimulating program. Kathryn Whitten of Chadron, Nebraska, was elected adviser for this Province for 1946–47.

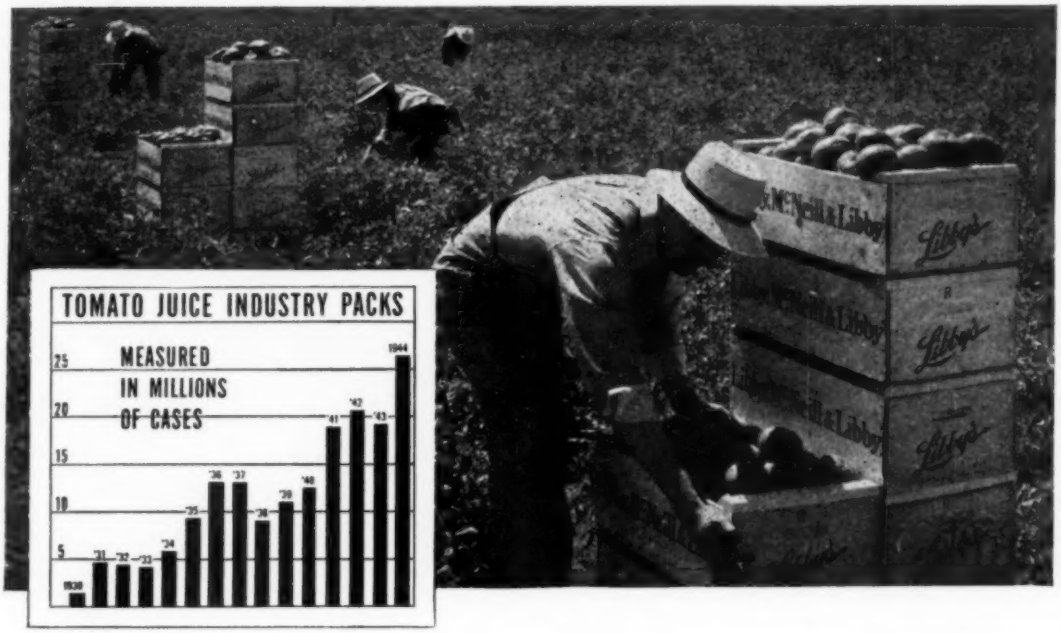
Extension Service. The Annual Extension Conference was held in Laramie from December 11 to 18. A feature was a one-day Housing Institute at which Mary Rokahr of the U. S. Extension Service discussed methods the Extension Service is using to help rural people plan new or remodeled houses to fit the needs of the farm and ranch family.

Wyoming was represented by a delegation of 28 4-H leaders and club members at the Club Congress in Chicago in December. This is the first year that volunteer local leaders from Wyoming have attended this meeting.

A demonstration of homemade toys for tots has been popular in several Wyoming counties this year. The exhibit, which includes a toy cart, peg boards, form boards, drums, and stuffed animals, has appealed not only to the women but has kept the children entertained during the demonstration.

Correction

"Children and You: A Primer of Child Care" by Eva Knox Evans is being sold by the Julius Rosenwald Fund, Chicago, not by G. P. Putnam's Sons, its original publisher. It's 10 cents now.



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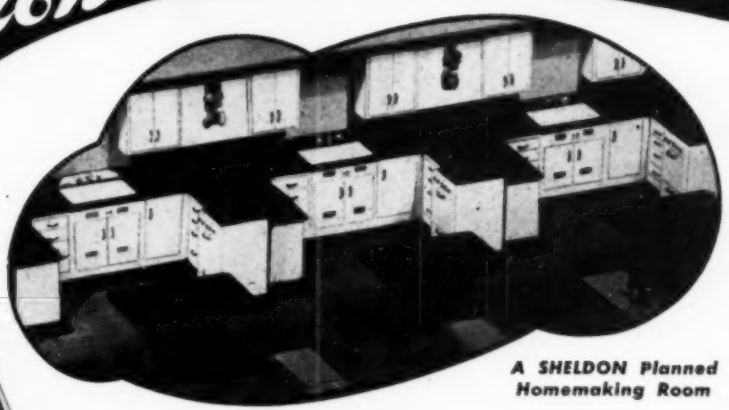

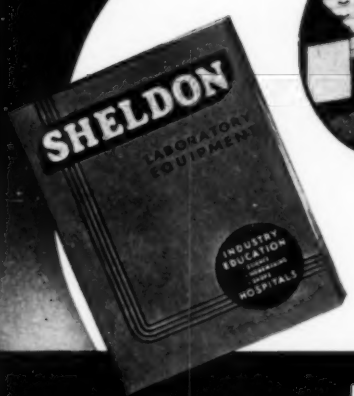

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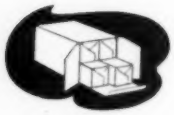

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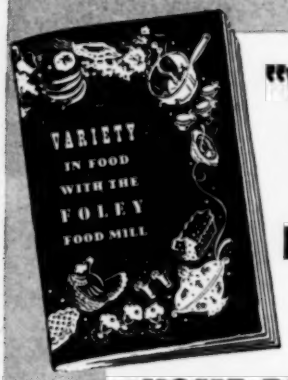

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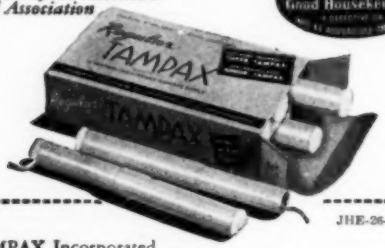

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BREAD, FLOUR, CEREALS . . . natural whole-grain or enriched or restored. Three or more servings a day.

BUTTER AND FORTIFIED MARGARINE . . . use for spreads and for seasoning as you like and as supplies permit.

In addition, all growing children and all expectant or nursing mothers should be provided with 400 units a day of Vitamin D in the form of Vitamin D milk (fresh or evaporated), fish liver oil or Vitamin D concentrate

HIGH-INTEREST PROJECT for CLASSWORK

Infant Nutrition Manual for Teachers with Tie-in Leaflets for Students

FREE ON REQUEST

This Teacher's Manual, assembled by Lillian B. Storms, Ph.D. and Edna Mae McIntosh, M.S., and the tie-in Student Leaflets will be found helpful in teaching courses on Infant Nutrition.

The Teacher's Manual is so arranged that it can be adapted to your own method of presentation, and covers the subject more fully than the Student's Leaflets. The material in the Student's Leaflet is clearly outlined and illustrated, and provides in permanent form material taught from the Teacher's Manual.

Both manuals and leaflets are punched to fit standard binders, size 8½" x 11".

Gerber's
FREMONT, MICH. OAKLAND, CAL.
Baby Foods

CEREALS • STRAINED FOODS • CHOPPED FOODS

For your free copies write to Gerber's, Dept. 252-6, Fremont, Michigan. Please indicate number of Student's Leaflets you desire.

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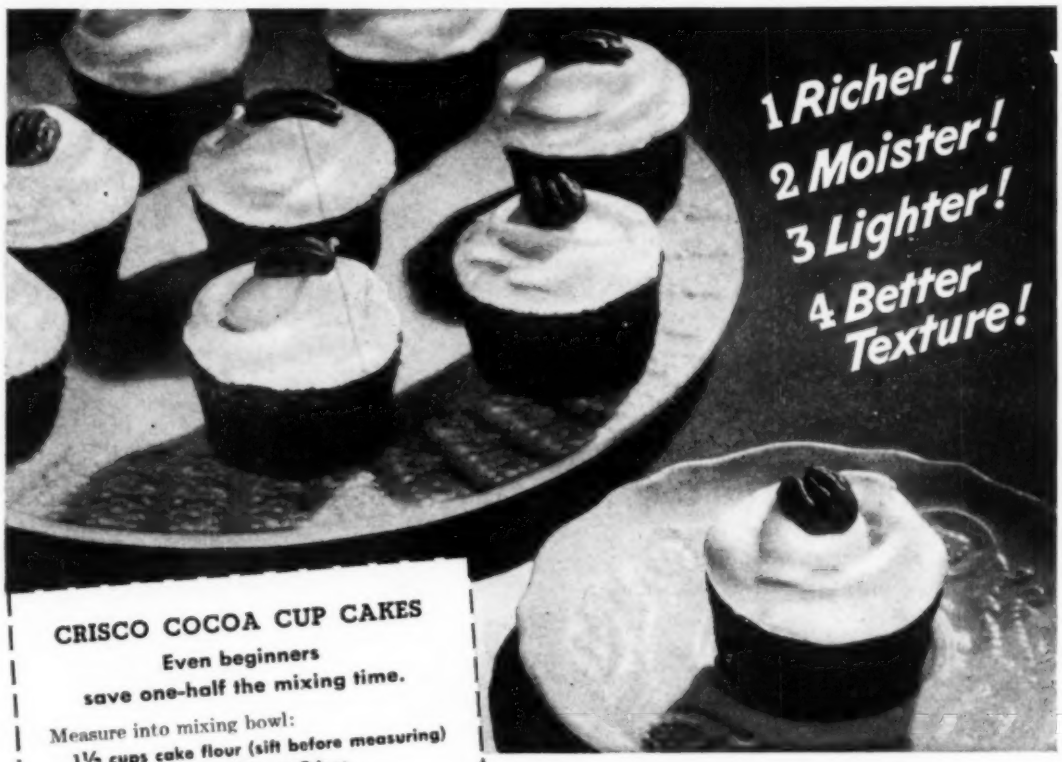
New Term News! New Crisco for BETTER CAKES on Every Count!



CRISCO COCOA CUP CAKES

Even beginners save one-half the mixing time.

Measure into mixing bowl:

1½ cups cake flour (sift before measuring)
1¼ cups sugar • ⅔ cup Crisco
½ cup cocoa • 1 tsp. salt
1 tsp. soda • ⅔ cup milk

Stir vigorously by hand or with mixer (medium speed) 2 minutes. Now stir in (yes, all by itself):

¾ tsp. baking powder.

Now add: **2 eggs (unbeaten)**
⅓ cup milk • 1 tsp. vanilla

Blend by hand or in mixer (medium speed) for 2 minutes. Pour into cup cake pans, which have been rubbed with Crisco and dusted with flour. Bake in moderate oven (375°F.) 15-20 minutes. Frost with your favorite white icing. Makes 24 cup cakes. All Measurements Level.

WANT to start your new term off with a bang of enthusiasm? Then, first day back, feature Crisco's exciting new cake-baking success story.

New improved Crisco and the new, quick Crisco cake recipes will turn out cakes far superior to the cakes you used to make. You'll find they are richer, lighter, moister, better textured.

Compare the new Crisco recipes with standard cake recipes. The new Crisco recipes were tested, improved and re-tested until they met the highest standards of perfection.

Try this recipe for Cocoa Cup Cakes as a class assignment. And be sure to use Crisco. Crisco has a baking secret that gives you lighter cakes than the most expensive shortening. Only with pure, all-vegetable Crisco can we promise you a better cake on every count from this recipe.

PROCTER & GAMBLE
Home Economics Department, Ivorydale 17, Ohio

CRISCO — Pure and Sweet — It's Digestible!

Routinely...

TO AID TOWARD OPTIMAL GROWTH

The past two decades, with their remarkable advances in nutritional science, have demonstrated that only under optimal nutritional conditions can the growing organism reach its full potential of growth and development. Many pediatricians routinely recommend that Ovaltine be added to the child's diet, as the mealtime beverage and for in-between feedings.

This delicious food drink is a rich source of the nutrients required by children—biologically adequate protein, readily utilized carbohydrate, well-emulsified fat, all the essential vitamins (except vitamin C), and the important minerals.

The appealing taste of Ovaltine is appreciated by all children; they drink it with relish, so that three or more glassfuls daily are readily accepted. Since in the preparation of Ovaltine with milk the curd tension of the latter is reduced by fully two-thirds, the resultant drink is digested with remarkable ease, even by children for whom milk alone ordinarily presents difficulties.

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Ovaltine

Three daily servings of Ovaltine, each made of ½ oz. Ovaltine and 8 oz. of whole milk,* provide:

PROTEIN	31.2 Gm.	VITAMIN A	2953 I.U.
CARBOHYDRATE	62.43 Gm.	VITAMIN D	480 I.U.
FAT	29.34 Gm.	THIAMINE	1.296 mg.
CALCIUM	1.104 Gm.	RIBOFLAVIN	1.278 mg.
PHOSPHORUS	.903 Gm.	NIACIN	7.0 mg.
IRON	11.94 mg.	COPPER	.5 mg.

*Based on average reported values for milk.

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BLUE BONNET is known the country over as the margarine that gives you flavor . . . nutrition . . . economy . . . all three! And now the nutritional value of this fine margarine has been stepped up —its vitamin content *increased by two-thirds.*

Instead of 9,000 units of Vitamin A, every pound of BLUE BONNET contains 15,000 units of Vitamin A. This holds true for every season of the year, summer and winter alike.

In all other respects, BLUE BONNET continues to be the exceptionally fine margarine you've known. Its fresh, delicate, country-sweet flavor is, if anything, more delicious than ever. It has the same pleasing texture and plasticity—smooth, creamy, easy to spread. And, of course, every step in its manufacture is rigidly controlled.

And remember, in addition to all these advantages, BLUE BONNET assures a uniform, *year-round* content of 15,000 units of Vitamin A per pound. This is welcome news indeed to every homemaker eager to serve her family the nourishing, well-balanced meals that nutritionists advise, but with only a limited budget to do it on.

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Wall charts and instruction sheets for teachers and students on each of the following: *The White Sauce, Vegetable Cookery, The Cooked Salad Dressing, The Sandwich Spread.* Complete all new material embodying latest cooking techniques. Write today to STANDARD BRANDS INCORPORATED, Dept. J-2, 595 Madison Ave., New York 22, N. Y. Please give name, school, address and number of student sheets wanted.

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Ice Cream may be available for hospital patients at all times. Many Army General Hospitals serve Ice Cream twice a week . . . and serve it more often wherever special diets call for it. The hospital at the largest naval training station in the United States serves Ice Cream from two to four times a week, and it is available always for patients on special diets. There are many good reasons why Ice Cream is important to all hospitals. It is a nutritious food . . . supplying vitamin A and riboflavin, protein, calcium . . . in fact, the nutrients of milk. AND patients really ENJOY ICE CREAM.

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The everyday comb is a simple illustration. When combs had to be carved from tortoise shell or bone, they were expensive heirlooms. Today good combs made of Celanese* Plastics are low-priced and plentiful. They are manufactured in an unlimited variety of colors, sizes and shapes by mass-production techniques that drastically reduce costs.

Celanese Plastics perform this same valuable service for all kinds of products—from buttons on clothes to housings for appliances, from tool handles to steering wheels. Utility, beauty, durability and economy are each superbly served.

Included in the family of Celanese Plastics are various types adapted to a wide range of applications and formulations. Among the Celanese plastic products well known to industry and the consumer are Celluloid*, Lumarith* and Forticel†.

Through the recently announced acquisition of additional plant facilities at Belvidere, N. J. and the program for expansion of its present plants, Celanese Corporation is moving for substantially increased production of plastics. This, coupled with expanded research in textiles, chemicals and plastics—related fields of synthetics—will make available even better plastics for the many needs that are waiting. Celanese Corporation of America, 180 Madison Avenue, New York 16, N. Y.

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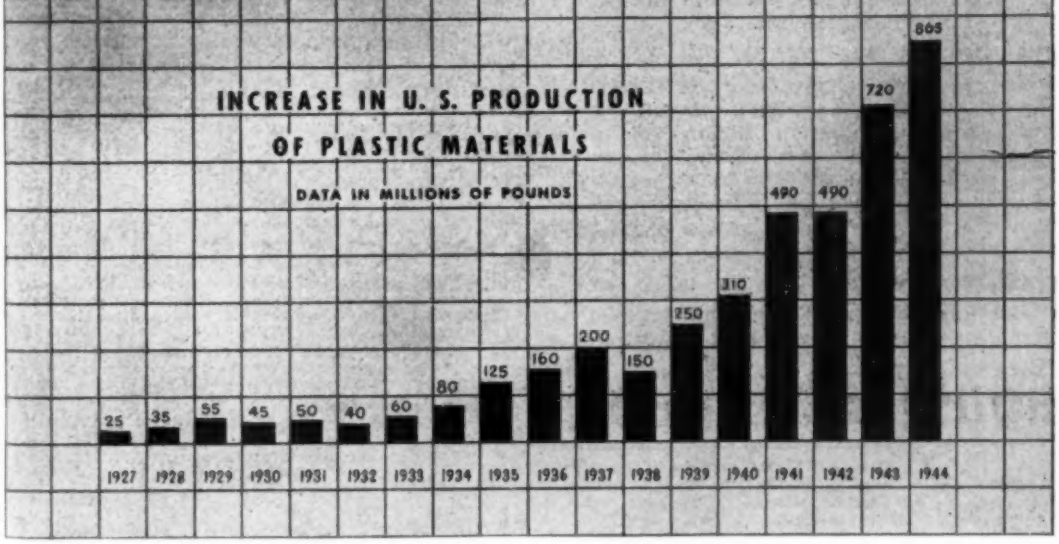

Announcement in advance of publication

HOUSEHOLD FINANCE WILL PUBLISH

TWO NEW MONEY MANAGEMENT BOOKLETS

- ***MONEY MANAGEMENT FOR THE FAMILY AND***
- ***CHILDREN'S ALLOWANCES***

So that teachers and others may have their copies as early as possible, we are announcing these new Money Management booklets in advance of publication. By filling out the coupon below, you can reserve copies of either or both booklets to be sent to you *just as soon as they come off the press* (which will be not later than March 31—probably sooner).

MONEY MANAGEMENT FOR THE FAMILY is a completely up-to-the-minute booklet containing all the time-tested principles and sound counsel formerly set forth in the two booklets, MONEY MANAGEMENT PRINCIPLES and MONEY MANAGEMENT FOR NEWLYWEDS—plus much that is new. This new booklet shows the sensible way for any family, no matter how large or how small its income, to plan its expenditure for the most satisfactory results in material goods and human happiness.

CHILDREN'S ALLOWANCES is a booklet which fills a need long felt by families of all incomes and sizes. Through a thoughtful reading of this booklet, parent or teacher is enabled to observe the subject of money through the eyes of the child, and thus to formulate and carry out an intelligent plan designed to govern the expenditures of children and teach them the value of money.

BACKED BY FACTS. The subject matter of both booklets is based on facts gleaned from many years of experience in helping to solve the financial problems of thousands of families. Thus every statement made is completely authoritative and dependable.

VALUABLE CLASSROOM AIDS. As experience has proved in the case of other booklets in the Household Consumer Education Library, these two booklets will be particularly valuable to teachers.

JUST SEND STAMPS. Copies of these booklets are available for personal or classroom use at 5c each, (in stamps, if you wish). Use the coupon below to order as many copies as you need.

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Department of Research JHE-2
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☐ Please send me—

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I understand that the booklets ordered will be sent to me as soon as they are off the press (on or before March 31). I enclose 5c in stamps for each booklet ordered.

☐ I wish to subscribe for the next five booklets. Please send me one each of the next five new or revised booklets when they are ready. I enclose 25c.

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When teacher has a problem . . .

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Auditorium programs, class programs; programs for parents and programs for teachers . . . McCall's bright little brief, "Up 'n comin' Attractions", is full of new ideas and presentation helps.

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Fashion moves in a dizzy whirl . . . but there's an easy way for you, and your students, to keep up with it! Read McCall "Teen Talk", for fashion facts, "Style Scoops" for the latest "What's News", the inside of which is a poster. Display McCall "Team Mates", a four-color, coordinated wardrobe poster. And speaking of fashion news . . . look at McCall 6371 at the right. Isn't that neat waist, the full skirt, pretty proof that McCall pleases the teens!

If you're a teacher with a problem, write to . . .

McCALL SCHOOL SERVICE

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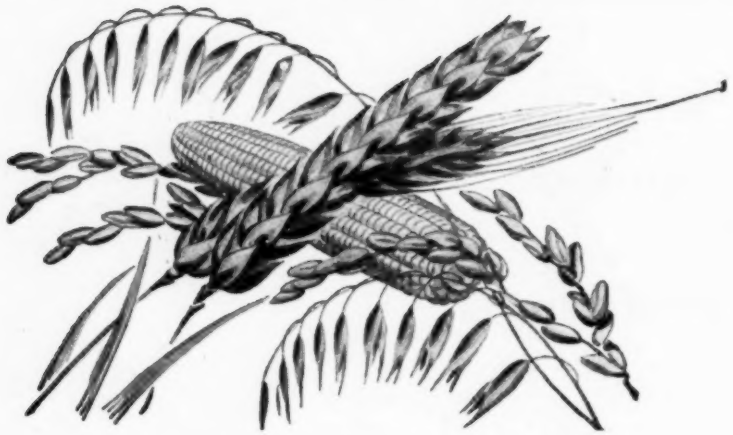

Good Sources Of Many Essential Nutrients

The daily use of cereals as an important part of our meals is well justified nutritionally. As customarily eaten with milk and sugar as the main dish at breakfast, it presents a nutritional composition bettered by few other foods.

Regardless of the grain source from which derived, and whether of the ready-to-eat or to-be-cooked variety, this dish provides biologically adequate protein, easily emulsified fat high in unsaturated fatty acids, quickly available food energy, the B vitamins thiamine, riboflavin, and niacin, and the essential minerals calcium, phosphorus, and iron.

Nutritional and medical authorities are agreed that any food—in order to be classed a good source of any nutrient—must in its customarily eaten quantity provide 10% of the day's requirement for that nutrient. How well the dish of cereal, milk, and sugar merits being called a good source of many essential nutrients, is shown in the table below. It presents composite averages of the contributions of these nutrients made by 1 oz. of cereal (whole-grain, enriched, or restored to whole-grain values of thiamine, niacin, and iron), 4 oz. of milk, and 1 teaspoonful of sugar.

	Average represented by: cereal, 1 oz.; whole milk, 4 oz.; sugar, 1 teaspoonful	Recommended dietary allowances (Rev. 1945) Natl. Research Council		Percentage contributed by: cereal, milk, and sugar	
		Moderately Active Man (70 Kg.)	Woman (56 Kg.)	Moderately Active Man (70 Kg.)	Woman (56 Kg.)
Calories	202	3000	2500	6.7%	8.1%
Protein	7.1 Gm.	70 Gm.	60 Gm.	10.1%	11.8%
Fat	5.0 Gm.				
Carbohydrate	33 Gm.				
Calcium	156 mg.	0.8 Gm.	0.8 Gm.	19.5%	19.5%
Phosphorus	206 mg.				
Iron	1.6 mg.	12 mg.	12 mg.	13.3%	13.3%
Thiamine	0.17 mg.	1.5 mg.	1.2 mg.	11.3%	14.2%
Riboflavin	0.24 mg.	2.0 mg.	1.6 mg.	12.0%	15.0%
Niacin	1.4 mg.	15 mg.	12 mg.	9.3%	11.7%

The presence of this seal indicates that all nutritional statements in this advertisement have been found acceptable by the Council on Foods and Nutrition of the American Medical Association.

CEREAL INSTITUTE, INC.

135 SOUTH LA SALLE STREET • CHICAGO 3

Catherine de Medici said "Mmmmm!"

Catherine, it seems, was not quite so heartless a hostess as she was cracked up to be. She *did* serve an occasional cup of nice, hot poison. But most of her dinner guests fared very well indeed, for she fed them heaping dishes of a new delicacy—ice cream!

As brides will, Catherine brought favorite family recipes from Florence to her husband's court. One of them was for ice cream. And the novelty-loving French, unused to such a rare delight, promptly lapped it up!

That was four centuries ago. Yet ice cream remained a nobleman's luxury for many long years. Only in fairly modern times could its unique appeal be enjoyed by *everybody*—at *every-day* meals.

And it's only in modern times, too, that ice cream is recognized in its true light—not as a luxury, but as a valuable food. Like milk, butter and cheese, it furnishes both vitamins and calcium in generous amounts. Good reason why you find it so frequently starred by nutrition experts!

Today, again, you can satisfy war-suppressed appetites for all the ice cream you want, as often as you want it. We're glad to be able to restore it on your menus. And we'll continue to make ice cream of finest quality—striving always, through research, to offer you the greatest possible benefits from milk, "nature's most nearly perfect food."

Dedicated to the wider use and better understanding of dairy products as human food—as a base for the development of new products and materials—as a source of health and enduring progress on the farms and in the towns and cities of America.

Kraft · Sealtest · Breyers

NATIONAL DAIRY
PRODUCTS CORPORATION
AND AFFILIATED COMPANIES

NUTRITION RESEARCH

Nutrition is our business at Swift & Company. Consequently, much work on Nutrition Research is carried on in our Laboratories which are largest in the Food Industry.

NUTRITION IN OLD AGE

There is probably no phase of human nutrition which has been neglected as much as nutrition in old age. The common physical discomforts of the aged are considered inevitable and little is done to prevent their occurrence or to alleviate them. The fact is that there is relatively scant knowledge of the factors, nutritional or otherwise, which influence the physical or physiological changes which appear in old age.

Contrast this with what is known in the field of pediatrics. Here we have accurate research data obtained through very extensive studies on infants and children. Even for young adults the number of carefully conducted experiments to establish nutritional requirements and determine the effects of inadequacies far exceed those for old people. This situation is not too surprising, for the entire field of geriatrics has been woefully neglected.

The few studies which have been made on the subject of aging were conducted with rats and were concerned with longevity as a gross entity rather than with specific nutritional aspects. All of these studies have shown that the life span is longest when complete diets are fed throughout life, and certain results indicate that an intermediate maximal body weight favors a long life. Overeating and undereating are unfavorable.

FEWER CALORIES

Although specific information is lacking, it is reasonable to assume that qualitatively the requirements for essential nutrients are the same in an elderly person as in a younger person. The amounts of the various nutrients undoubtedly are different, however. Wear and tear (basal metabolic rate) become less with age, lowering to a certain extent the caloric as well as some of the other nutritional requirements, somewhat. Men over 75 years of age have a basal heat production that is 10-14% less than men 30-40 years of age. Decreased physical activity resulting from advancing feebleness likewise reduces the need for calories. The need for proteins, minerals, and vitamins probably is not proportionately reduced, however.

There is reason to believe that the most serious handicap in old age is poor digestion and absorption of foods. It is unfortunate that the efficiency of food should be reduced at a period when appetites wane, dislikes for certain foods become fixed, and eating and mastication are made less easy by loss of teeth. The only way to compensate for a decreasing efficiency of utilization is by more careful selection of foods or by supplementation.

GOOD FOOD HABITS

The best method for the prevention of nutritional difficulties in old age appears to be by the establishment of good, sound eating habits early in life. As old age approaches, particular attention should be paid to preventing poor eating habits from becoming fixed, to encouraging the eating of a larger variety and quantity of the foundation foods and to maintaining adequate chewing.

Older people are sometimes as difficult to feed as a finicky child, but just as persistent good eating habits in children result in fine healthy adults so good nutrition results in the extension of man's period of productive activity and lead to a comfortable and happy old age.

H. W. Schultz, Ph.D.
Nutrition Division
Research Laboratories

Swift & Company • Chicago 9, Illinois

This article is reprinted from Bulletin No. 17, Food News and Views, published by Swift & Company. If you would like to receive a copy each month, direct your request to Martha Logan, Home Economics Division, Swift & Company. The Bulletins contain research articles, menu plans, recipes, and monthly surveys of current food situations.

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BY Mary I. Barber OF KELLOGG'S

"SOME OF MY OWN FRIENDS DIDN'T KNOW THIS!"

A short time ago, when talking with some dietitians and home economists, I discovered that the food value of ready-to-eat cereals was not clear in their minds. I was surprised because I have been talking about Kellogg's to my friends for years!

Seriously, I do believe all of you should know these basic facts about Kellogg's cereals.

1. RESTORED AND FORTIFIED CEREALS

Restored cereal: A cereal made from whole grain or from portions of a grain to which sufficient amounts of thiamine, niacin or iron (or all three) are added to restore the cereal to its natural levels of these nutrients. (Kellogg's Corn Flakes and Rice Krispies, All-Bran and 40% Bran Flakes are restored cereals.)

Fortified cereal: A fortified cereal is one to which one or more vitamins or minerals (or both) are added beyond the whole-grain level; or one to which a nutrient, not significantly present in the original grain, is added—for example, vitamin D. (Kellogg's Pep is fortified.)

2. FOOD VALUE OF THE CEREAL BOWL

The table of nutritional values below shows the contribution made to the day's requirements by a bowl of Corn Flakes, milk and fruit. The calculation is made for the *entire* bowl—cereal, milk, fruit and sugar—because cereal is *always* eaten in combination with milk, and the addition of fruit is becoming increasingly popular.

3. CEREALS AS A SOURCE OF PROTEIN

Cereal protein is highly effective in combination with milk—which is the way we serve cereals.

Don't you agree that these facts are important?

Mary I. Barber, DIRECTOR
HOME ECONOMICS DEPARTMENT

SEE THE VALUES IN THIS KELLOGG BREAKFAST BOWL

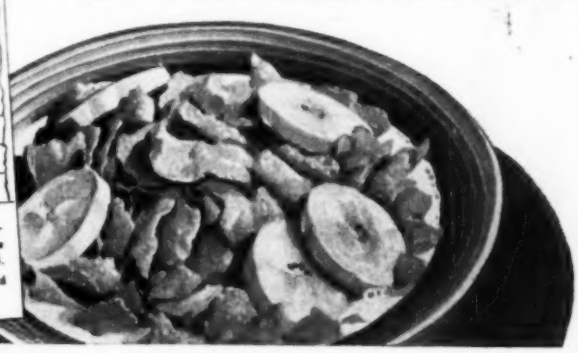
KELLOGG'S CORN FLAKES (1 Ounce)
BANANA (1 Average)
WHOLE MILK (4 Ounces) SUGAR (1 Teaspoon)

	RECOMMENDED DIETARY ALLOWANCES[1]	NUTRITIVE VALUES CORN FLAKE CEREAL BOWL	NUTRITIONAL CONTRIBUTION IN PERCENTAGES OF RECOMMENDED DIETARY ALLOWANCES[1] 5% 10% 15% 20%
CALORIES	2,730	305	11%
PROTEIN	65 grams	7.4 grams	11%
CALCIUM	.9 grams	.143 grams	16%
IRON	12 mgs.	1.32 mgs.	11%
VITAMIN A Value	4,600 I. U.	543 I. U.	12%
ASCORBIC ACID	70 mgs.	11.3 mgs.	16%
THIAMINE	1.5 mgs.	.2 mgs.	13%
NIACIN[2]	15 mgs.	1.3 mgs.	9%
RIBOFLAVIN	2.2 mgs.	.3 mgs.	14%

[1]Allowances suggested by the Food and Nutrition Board of the National Research Council for 17 age- sex- and activity- groups were weighted by the estimated number of persons in each group in 1943.
[2]Allowance suggested for moderately active man, recommended dietary allowances, revised 1945, National Research Council.

Kellogg's

KELLOGG'S CORN FLAKES • RICE KRISPIES • PEP • ALL-BRAN
KELLOGG'S RAISIN BRAN FLAKES • KELLOGG'S 40% BRAN FLAKES • KELLOGG'S SHREDDED WHEAT AND KRUMBLES



COLLEGE TEXTS

To be published in March

CHEMISTRY OF FOOD AND NUTRITION

Seventh Edition

By Henry C. Sherman

Mitchill Professor of Chemistry, Columbia University

Written by the world's foremost authority on nutrition this book has been the leading text in its field for over 30 years. Now thoroughly revised, the new seventh edition incorporates all recent research in this field. Discussions of nutritional needs and the tables of nutritive values have been revised in accordance with the latest dietary recommendations and studies of food values by the Federal Government and the National Research Council. Two new chapters have been added to the text, one dealing with the nutritional characteristics of the chief groups of foods, the other with the causes and extent of variations in the nutritive values of foods.

As an aid to those who wish to use this text in shorter courses, or those who wish to use the book as a desk reference, all advanced nutritional and chemical information, which can be omitted while preserving the continuity of presentation, has been set in a smaller type than the rest of the book. $3.75 (probable)

FEEDING THE FAMILY
By Mary S. Rose **4th Ed., $3.75**

INTRODUCTORY FOODS
By Osee Hughes **$3.00**

Rose's
FOUNDATIONS of NUTRITION
4th Ed. rev. by MacLeod & Taylor
$3.75

FOOD VALUES IN SHARES AND WEIGHTS
By Clara Mae Taylor **$1.50**

THE MACMILLAN COMPANY
60 FIFTH AVENUE NEW YORK 11, N. Y.

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Know Your Fabrics

Before you can take a stitch in that new blouse, dress or suit, you must have a fabric.

Unless the fabric is smart and serviceable, your time and stitches will be wasted, for a garment can be only as good as its fabric. To avoid disappointments, insist upon labeled fabrics and ready-to-wear, that have been tested and approved for full serviceability. Eliminate guesswork by reading labels carefully. A few certified labels are illustrated.

Certified washable BEMBERG* rayon fabrics are a sound investment as they have passed every test by the United States Testing Laboratories for shrinkage, color fastness and good service. They will not slip at the seams or glaze under a hot iron, but can be treated like cotton of the same construction.

SUGGESTIONS FOR WASHING: Wash, rinse and dry *quickly*, without rubbing or twisting. After rolling and kneading in a towel for a minute only, shake out gently and place wrong side out over an ironing board.

IMPORTANT: Smooth to shape with a dry towel—always following the up and down thread of the material. Remove all possible moisture from seams and double surfaces by patting with a dry towel.

IF THE DRESS IS NOT DRY ENOUGH to iron after this treatment, leave it on the ironing board, or fasten it on a hanger, until almost dry, and then *press* it on the wrong side with a hot iron. Do not iron out of shape.

It is unwise to wash any fabric that has not been tested and approved for washability.

For further information about labels, wear and care, write

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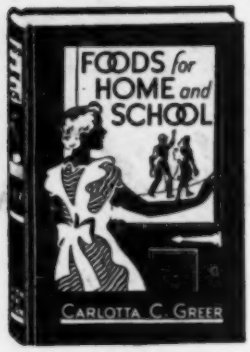
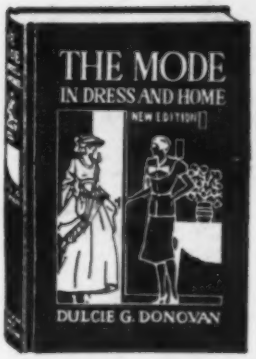


YOUR HOME AND YOU and FOODS FOR HOME AND SCHOOL

By Carlotta C. Greer



Food will build a new America! This is the theme of both of Miss Greer's new books. Both emphasize the importance of food in man's health and longevity.

But *Your Home and You* covers the whole field of home economics and is a book for a composite course. *Foods for Home and School* is a book for a separate course in foods. In many schools both a composite home economics course and separate courses in foods and other subjects included in home economics are offered. *Your Home and You* and *Foods for Home and School* both have a place in the best-equipped school.

Your Home and You is a design for modern living, written by one of the best-known teachers in America, a past president of the Home Economics Department of the National Education Association, an author whose books have stood the test of classroom use.

Your Home and You prepares pupils for modern life, emphasizing co-operation in home and family, and teaching the basic facts regarding foods, health, budgeting, the art of dressing sensibly and well, proper care of home and clothing, intelligent buying. A story introduces each new topic with the human-interest approach.

FOODS FOR HOME AND SCHOOL

By Carlotta C. Greer

This new book meets present demands in our home economy. Recipes have been made in the light of the laboratories' latest evaluations of the vitamins, of fats, including vitaminized margarines and other butter or lard alternates. The quantities of ingredients have been reapportioned to help in the national need for conservation.

THE MODE IN DRESS AND HOME

By Dulcie G. Donovan

Personal charm is the keynote of Mrs. Donovan's book. To help girls to be attractive, to be popular, to learn how to sew, to take care of a home and of children, are important objectives of the book. How to find a job, how to live happily with others at home and in school, how to become a worthy member of society, are key studies.

WORKBOOK IN HOME MAKING

Miss Greer's workbook is the pupil's time-saver. By means of it the pupil is enthusiastically led to write her own textbook by recording the solutions of her problems, selecting her own pictures, and performing her own experiments.

OTHER TEXTBOOKS IN HOME ECONOMICS

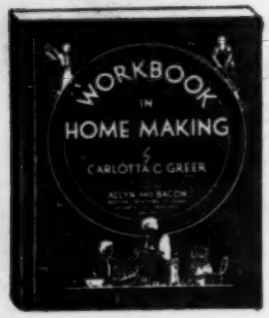
THE GIRL TODAY: THE WOMAN TOMORROW
Lucretia P. Hunter

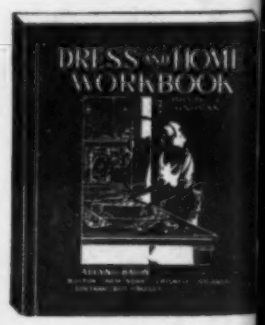
LOOKING TOWARD MARRIAGE
Johnson, Randolph, and Pixley

BOYS' GUIDE TO LIVING
Fay Mack Scharmer

DRESS AND HOME WORKBOOK

The workbook to accompany the *Mode in Dress and Home* is designed to make the study of clothing and homemaking easier and more interesting. When completed it becomes a permanent record of the year's accomplishments.





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